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ABSTRACT

This module, Community Resources, is one of five from Project DECIDE, which was created to design, develop, write, and implement materials to provide adult basic education administrators, instructors, para-professionals, and other personnel with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, "Learning for Everyday Living." It contains 13 instructional packages called Student Activity/Task Packets (SATs). Subjects of SATs in this module are community services; applying for community services; recreational services; information sources; the library; citizen complaints; signs related to transportation; transportation facilities, travel schedules, and fares; use of maps; time zones; travel reservations; and automobile driving regulations and courtesies. Each packet contains a teacher guide, a pre-post test and answer key, a student guide, student response booklet, instructional activities, and answer key. Each packet covers one or more related objectives. Other modules in the series include consumer economics, occupational knowledge, health, and government and law. (CT)

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DECIDE

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Community Resources

PURPOSE

The purpose of Project DECIDE has been to design, develop, write and implement materials to provide adult basic education administrators, instructors, para-professionals and other personnel, with curriculum to accompany the Indiana Adult Basic Education Curriculum Guide, *Learning for Everyday Living*. This is in keeping with the Adult Education Act (P.L. 91-230) Section 302 which states that adult education programs should provide opportunities "to enable all adults to acquire basic skills necessary to function in society."

Metropolitan School District of Wayne Township
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By

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PREFACE

The diversity of the adult population in the United States today presents special challenges for developing programs of instruction. Widely varying socio-economic backgrounds, educational levels and special interests/needs affect the development of instructional programs, especially for the adult basic education student. Thus the major focus of Project DECIDE has been to develop learning materials in the area of competency-based education to help facilitate and to provide flexibility and diversity for teaching life skills identified through studies as being the most important in producing citizens who can lead productive lives in the complexity of today's society.

The generated materials are based on fifty-eight objectives as stated in *Learning for Everyday Living*; in the areas of consumer economics, occupational knowledge, health, community resources, and government and law. The competency-based packets are written expecially for adult basic education students who are functioning at Level I, Phase I and II. Level I is comparable to reading grade levels 0-8. Phase I equals 0-4 reading grade level; Phase II equals 5-8 reading grade level. The curriculum has been developed and organized into instructional packages called Student Activity/Task Packets (SAT Packets). Each of the Student Activity/Task Packets contains a teacher guide, a pre/post test and answer key; a student guide, student response booklet, instructional activities and answer key. Each packet covers one or more related objectives and has as its base one or more of the activity/task statements verified in *Learning for Everyday Living*.

Where possible, additional and inexpensive commercial and non-copyrighted information has been incorporated into the learning materials. In addition, instructors and students can acquire pamphlets from local, state, and national governmental agencies, private business organizations and the local newspapers, to supplement the curriculum materials. The Guide should be studied and used to clarify, emphasize, and further benefit the instructional process. The materials can then be adapted for lower or higher functioning adult students. Independent, group work, one-to-one tutorial and the buddy system are suggested methods of instruction.

With these procedures, it can be safely assumed that enough pertinent information has been assembled to help an adult basic education student learn to succeed in every day living. These materials are such that classes and instruction are most effective when learning takes place in an informal and less traditional format or environment than the regular school approach. *The Student Interest Survey* provided will help the student and instructor define and identify the areas of need. The learner's goal will give direction to the specific objectives assigned. Having the SAT Packets placed into ring binders will allow flexibility in using and updating materials in the future. The six-volume set, Consumer Economics I, Consumer Economics II, Occupational Knowledge, Health, Community Resources and Government & Law, will be manageable on the classroom shelf.

We believe this material will provide adult educators with the basic core of materials needed to assist adult learners with the skills necessary to make life meaningful. Each one who has shared in the total process of this project has contributed a part of their own philosophy. The time devoted to researching, writing, testing, teaching, evaluating, re-writing and publishing the materials, represents two years of total commitment to, not only the project curriculum materials, but also to a special philosophy of Adult Basic Education that signifies progress for today and tomorrow.

Ruth E. Huffman
Director, Project DECIDE

ACKNOWLEDGEMENTS

Developing materials for use in adult basic education programs requires expertise, support and contributions from both the adult educators and adult learners for whom the materials have been developed; therefore, the project staff wishes to extend thanks to all of those who have provided us with invaluable assistance and service.

The Baker Adult Basic Education Center, located at West Central Joint Services, provided the base for field testing the Student Activity/Task Packets. This phase of the project insured the genuine quality of the curriculum materials. So special thanks is extended to Dr. Rolla Pruett, Director of West Central Joint Services; and the ABE staff, Lillian Commons, Betty McElroy, Punyavathi Moorthy, Rolla Pruett, Jr., and Mary Molter, who also served as staff assistant on the project to maintain continuity with the Baker Center.

In addition to the regular project staff, significant contributions have been made by others: Gayle Bush, research writer and author; Dorothy Murphy, editorial assistant and advisor.

This has been a two-year project and we extend thanks to those staff members who served during the first year: Suzanne West, Dora McQuade and Cathy Masterson; Rosemarie Dewey and Barbara Archer for technical assistance.

Adult Basic Education Directors/Coordinators have assisted us greatly by hosting dissemination workshops for Project DECIDE. Our special thanks to:

Vickie Hobbs, Shelbyville; Barbara Bevelhimer, Logansport;
Sondra Cox, Portage

An innovative project is not complete without on-going and summative evaluation. Our appreciation is extended to those who have made this valuable service possible.

Edward Robbins, Indiana University
Purdue University
Indianapolis, Indiana

Linda E. Schmidt
Champaign Regional Office
of Education
Champaign, Illinois

A project of this dimension requires extensive cooperation between all agencies involved. The Indiana Department of Public Instruction, Division of Adult & Community Education has strongly supported and encouraged our efforts. So sincerely we say thanks to: Mary Williams, Director; Linda Zeiler, Supervisor of Special Projects; Timothy Wells, Reading and Special Needs Consultant; and Theodore McKnight, Curriculum Consultant.

The Metropolitan School District of Wayne Township has served as the agent responsible for funds and personnel for the project. Credit is due: Dr. Edward Bowes, Superintendent; Ralph Chandler, Ass't. to the Superintendent; and the business office personnel who have devoted time and effort to Project DECIDE.

COMMUNITY RESOURCES

GOAL: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

CR-1	Community Services
CR-2	Applying For Community Services
CR-3	Recreational Services
CR-4	Information Sources
CR-5	The Library
CR-6	Citizen Complaints
CR-7	Signs Related to Transportation
CR-8	Transportation Facilities, Travel Schedules & Fares
CR-9	Use of Maps
CR-10	Time Zones
CR-11	Travel Reservations
CR-13	Automobile Driving Regulations & Courtesies

CR-1: COMMUNITY SERVICES
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet, the adult learner will know the types and purposes of community services provided for members of society and how to gain access to these services.

INTRODUCTION:

This packet familiarizes the student with certain types of community services. The services discussed include government services such as: employment, the township trustee, AFDC, food stamps, social security, medicaid, medicare and SSI. There are also sections on free legal service and educational services.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, buddy system, group work.

READING LEVEL:

The student should experience success if he or she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

A knowledge of whole numbers will benefit the student working in this packet.

PRE/POST TEST:

The Pre/Post Test is to be administered before and after the student has completed the SAT packet. The student should score 100% in order to test out of the packet. A student who misses questions would benefit from the information contained in this packet.

Answers to Pre/Post Test

1. C
2. B
3. A
4. C
5. D

SKILLS OBJECTIVES:

Reading
  Develops vocabulary
  Obtains information
  Makes inferences
  Draws conclusions
  Skims materials
Writing
  Makes a list
Speaking, Listening, Viewing
  Obtains information
  Derives personal relevance
Problem Solving
  Describes problem or situation
  Obtains needed information
  Examines personal values and any potential conflicts
  Examines constraints
  Plans alternate strategies
  Determines plan of action
Interpersonal Relations
  Interacts with others
  Explains goals, ambitions, needs and preferences
Computation
  Adds decimals
  Multiplies decimals

PRE/POST TEST

Choose the letter of the correct answer. Write the answers to this test in the space provided in the Student Response Booklet.

1. What do the letters ABE mean?
   - a. Adult Beginning Education
   - b. Adult Basic Experience
   - c. Adult Basic Education
   - d. Adult Bible Experience
2. Some people do not have money to pay for school books for their children. Where should they go for help?
   - a. Social Security Office
   - b. Township Trustee
   - c. Legal Aid Society
   - d. SSI Office
3. Which of these people can get Medicaid?
   - a. Families on AFDC
   - b. Men and women over age 60
   - c. People using food stamps
   - d. People who cannot afford high doctor bills
4. What is the correct name for the state office that helps find jobs for people.
   - a. Indiana State Employment
   - b. Indiana Job Office
   - c. Indiana Employment Security Division
   - d. Office of State Employment
5. Most people get Social Security because they have reached retirement age. What is another reason?
   - a. A person is unemployed.
   - b. A person has a low income.
   - c. A person is in the hospital.
   - d. A person is disabled.

To the student . . . . .

This SAT Packet is written to help you understand how and when to apply for community services.

You will read information regarding procedures for eligibility and application for these services. You will learn how to write and apply for needed services. You will have an opportunity to read pamphlets and gain valuable information from them concerning the various agencies.

You will read and complete forms which are necessary for obtaining a specific community service.

You will discuss with other group members and resource personnel the various community services and how and when to apply.

Learning details of the many community services and how to distinguish between fact and opinion will be an important application procedure for you as the adult student.

Community Services

TRUSTEE OFFICE

Part I - GOVERNMENT SERVICES

The county, state and federal government provides many helpful services. It is important for you to know about these services and how to use them.

EMPLOYMENT

The State of Indiana has offices all over the state that matches people with jobs. You can find the phone number and address listed in the phone book. Look for **Indiana Employment Security Division.**

This community service helps people to find jobs. If you are looking for a job, call the office nearest you. It is better to make a personal visit. When you go to this office, there will be someone to help you. You will be asked what kind of job you would like. You will also be asked what kind of jobs you have had in the past. You will be told about possible job openings. If there are special jobs or job training programs, you will be informed about them.

If you lose your job and it is not your fault, this same office can help you. Information will be given you so that you will know if you qualify for unemployment.

If you would like to read more about job information, ask your teacher for the packets in Occupational Knowledge.

TOWNSHIP TRUSTEE

Every township has a trustee. Indiana law says that the trustee must help people who are in need.

If a person is doing all he or she can, but still cannot pay certain bills for necessities, the trustee will help. The law says that the trustee **must** help with these things:

Around
Indiana

1. Medical costs which include:
   doctor's fees
   hospital bills
   medicine and other supplies
   nursing care
   prenatal or pregnancy care
2. Funeral Costs
3. School needs such as:
   books
   school supplies
   shoes
   clothing

The law also says the trustee **may** provide for other items. However; it is up to the trustee to decide if help will be given. Here is a list of what the trustee **may** pay for. The law does not say he has to provide for these things.

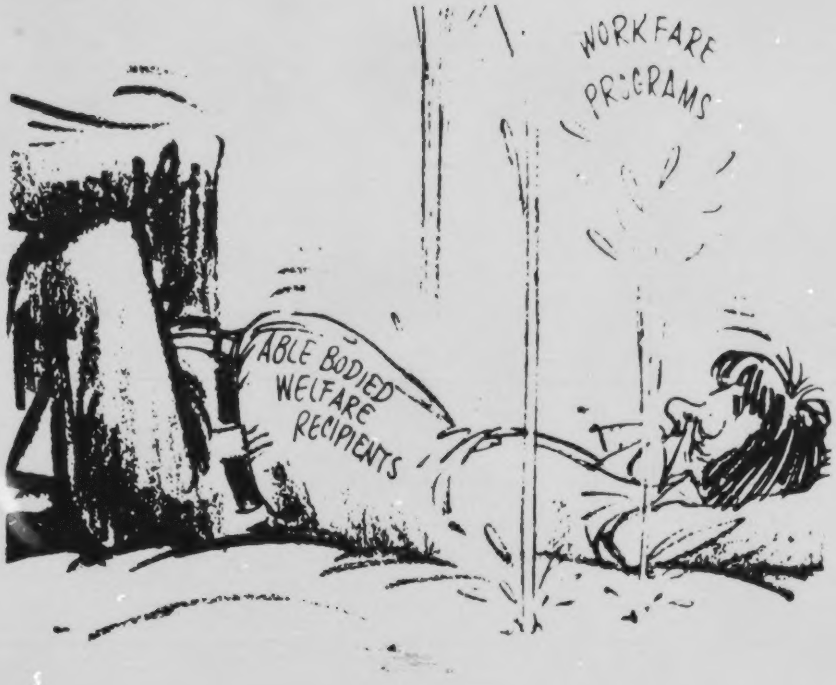
1. Food
2. Housing or shelter
3. Household supplies like furniture and appliances
4. Light, water, fuel for heating
5. Transportation to find employment

A person or family may apply to the trustee when help is needed. It does not have to be an emergency. The trustee has rules that tell who can get aid. These rules or guidelines must be in the office of the trustee for you to see. The trustee can only help those who are:

willing to work,
trying to find a job,
willing to work for aid given.

The trustee must ask the applicant to work. The work that is done by the applicant will be for the township or government office. The pay rate will be the hourly federal minimum wage. The trustee cannot ask to be paid back in cash.

Sometimes when there are unusual circumstances, then working for the trustee is not required. Some unusual circumstances might include such things as:



- no work available,
- illness of the applicant,
- part-time job already,
- full-time job that does not pay enough for the bills,
- a minor who can not find a job,
- elderly — over the age of 65,
- needed at home to care for a family member.

Everyone who asks for help at the trustee's office, must fill out a form. This form gives information about the applicant. It is then decided if aid will be given. If refused, the reasons must be given in writing by the trustee. When the reason is considered unfair by the applicant, a lawyer can be consulted.

AFDC

AFDC stands for **Aid to Families with Dependent Children.** The government provides money from our taxes to help families in need. Sometimes AFDC is called WELFARE. AFDC payments are for families who have special problems. To qualify for this community service, certain conditions must be present.

A child under 18 years of age must be living:
- at home with relatives of low income, or
- where a parent has died or left the home,
- or where a parent has been physically or mentally ill for over 30 days.

If one or more of these conditions exist, the family probably can receive aid from AFDC. The local trustee's office can provide the phone number and address of this office.

FOOD STAMPS

Food stamps are coupons which buy food. A person may apply for food stamps at the Welfare or Food Stamp Office. Those who have low incomes qualify for these stamps. When applying for this community service, you must present the following information:
- proof of income (paycheck stubs, AFDC checks, Social Security checks)
- medical bills
- rent receipts
- water, gas, oil, and electric bills (utility bills)

An interview is held and a decision is made. It takes about 30 days. The applicant is then told if he/she qualifies for the food stamps. Again if there are questions about the decision, a lawyer may be consulted.

If food stamps are given, they can be used to buy only food items. They cannot be used for

pet food, paper, beer, soap or other items that are not listed as foods.

The Food Stamp Office has a chart. It tells how much income a person or family may have and still get food stamps. Here is an example of a chart that might be used.

Household Size	Income Per Month
1	$277
2	$365
3	$454
4	$542
5	$630

The monthly income includes all money a household receives. Social Security, AFDC, Welfare and other incomes must be listed. If a car is owned and is worth less than $4500, food stamps can still be given. The same is true if the applicant owns a house.

Some people who apply for food stamps must register to work. This is done at the Food Stamp Office. This office then sends the form to the State Employment Office. People who do not have to register to work include:

- those who take care of young children or sick family members,
- students who are in school at least half time,
- those who work 30 hours a week,
- those in alcohol or drug treatment programs.

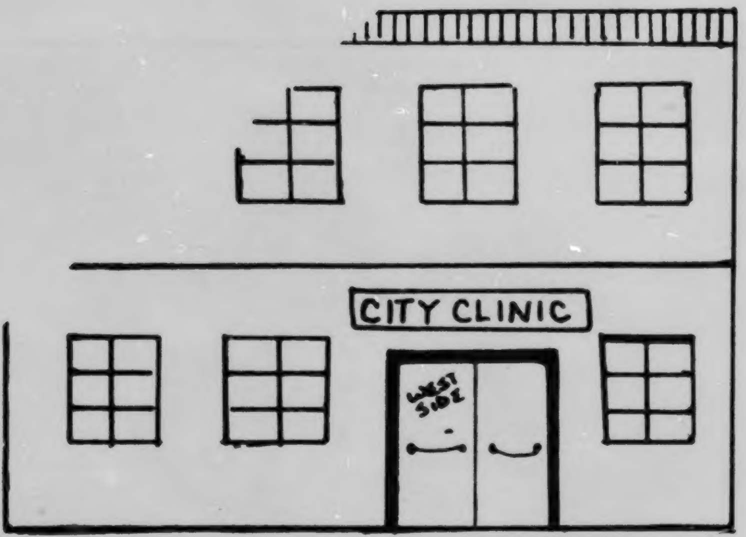
SOCIAL SECURITY

Today most working Americans and their families have social security protection. When a worker retires, dies, or becomes disabled, social security benefits are paid to replace part of the earnings the family has lost.

The money comes from the worker and employer. It is kept by the government. At sometime in life the worker, or family of the worker, will be able to receive social security benefits.

The amount depends on your average yearly earnings covered by social security. The higher they are, the higher your benefits will be. Social Security does take some of the worry out of the future.

Retirement is the most common reason for social security payments. In order to receive retirement benefits from Social Security, a person must be age 62 or over. If a person waits until he/she is age 65, that person will receive more money. A worker must have worked at a job for 10 years. The jobs must be covered by Social Security. For a worker who will be age 62 before 1991, the work time will be somewhat less. It is between 6 and 10 years.



Disabled workers may also receive Social Security. Sometimes the children of a disabled worker, who are under age 18, may receive the money. Again the disabled worker has to have time worked at a job covered by Social Security. The amount of work time may be as little as 1½ years. It depends on the person's age.

The Social Security Office has a definition of disability. It means the worker has a physical or mental problem that:

is expected to last a year,
or
is expected to result in death.

The problem must prevent the person from doing any work. The disability does not have to last forever. If the person gets better, the payments will stop.

A person may apply for disability benefits at the Social Security Office. This office then sends information to Vocational Rehabilitation. They decide if the disability is severe enough for the person to receive Social Security. Anyone who receives Social Security for 24 months can also apply for Medicare.

MEDICARE

Medicare is government health insurance for those over age 65. A person must be receiving Social Security. Medicare is also for disabled people who have been on Social Security for 2 years. There are two parts to Medicare:

1. Part A - covers hospital costs (It is free.)
2. Part B - covers doctor fees, lab work, and home health care. (There is a small charge for this part.)

Apply for Medicare at the Social Security Office. A person does not have to have a low income for this.

MEDICAID

Our tax money also helps other people with low incomes. This program is called MEDICAID. Medicaid helps to pay for doctor bills, hospital and clinic expenses, drugs, medical lab fees, eye glasses, and other medical expenses.

All families who receive AFDC monies may get Medicaid. Others who can apply must be:

over age 65,
over age 18 and blind,
over age 18 and completely disabled for life.

To apply for Medicaid, go to the County Welfare Office. Look under COUNTY OFFICES in the phone book if you want to know where the office is that is nearest to you.

TRUSTEE
SOCIAL SECURITY S.S.I.

SSI

This program is also run by the Social Security Office. It stands for SUPPLEMENTAL SECURITY INCOME. People who can get this money must be of low income and:

65 or older, or
blind, or
disabled

SSI provides money for people who have not worked on a job covered by Social Security. However, people with very low income who receive Social Security may apply for the community service.

ACTIVITY 1

Use the phone book to locate two of the following government offices. Write the name, address and phone number of the two you have chosen. Write this in the Student Response Booklet.

Indiana Employment Security
Township Trustee
Food Stamp Office
County Welfare Office
Social Security Office

PART TWO - LEGAL SERVICES

Most people will need the services of a lawyer at one time or another. Private lawyers often charge a lot of money. A person with low income can get free legal help.

There are two kinds of law: criminal and civil. In a criminal case someone has been accused of a crime. The court will give or appoint a lawyer in these cases. Civil cases include the following types of things:

problems with the landlord
welfare problems
repossession
credit problems
social security
child support
divorce
utility problems
payment of hospital bills

In these cases a person must find his/her own lawyer. A lawyer is needed to file a case in court. There are several groups in the State of Indiana that provide legal help for civil cases. One of these is the Legal Services Organization. For people with low income the only cost is court filing fees. Another is Legal Aid Society. It is also for persons with low income.

The American Civil Liberties Union also provides free service. However, it only takes special kinds of cases. These are cases that have to do with our basic freedoms. Some of these are freedom of speech, freedom of the press, and freedom of religion.

Another name for lawyer is ATTORNEY. Lawyers are listed in the yellow pages under ATTORNEYS. Often a large city has a lawyers group that can tell you where to get free help. Most large cities also have a Legal Service Office (LSO), or a Legal Aid Society.

ACTIVITY 2

Look in the white pages of the phone book. Try to find the phone number and address of the Legal Service Office or Legal Aid Society.

If there is no LSO or Legal Aid Society in your area, look in the yellow pages to find a place to call for free advice.

Write the answers in the Student Response Booklet.

LEGAL SERVICES ORGANIZATION OF INDIANA INC
LEGAL HELP FOR LOW INCOME PEOPLE
SERVING MARION - JOHNSON - SHELBY - HENDRICKS - BOONE - HANCOCK COUNTIES
107 N Pennsylvania
Ofc Of Administration & Support Services
107 N Pennsylvania Suite 1008 ----631-1395
Legislative Support Unit -----------631-1395
Indpls Ofc Rm 300 ----------------639-4151
Client Intake Ofc ----------------632-5764

56 Attorney-Attorneys

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PART THREE - EDUCATIONAL SERVICES

All large cities have many kinds of schools. Smaller towns often have extension programs. These are education classes that are part of a large program. Small communities have many educational programs that are local.

Some of the educational programs in your area might include:
- Adult Basic Education (ABE)
- General Education Development (GED)
- High School Credit Programs
- Trade or Vocational Schools
- Continuing Education Classes

All of these are programs for adults who are in need of more education or training.

Adult Basic Education is usually a part of your own school system. These classes are for anyone over age 16 who is not enrolled in a full time day school. You may study reading, math, English, or any other subject that leads to 8th grade completion.

GED is a program also usually a part of your own local school system. These classes are for those who would like to work toward a high school equivalency. This takes the place of the high school diploma for most purposes. With a GED Certificate, most employers, and colleges will accept the student for entry. A person can get the same job that is open to those with a high school diploma.

ABE & GED classes are free. They usually are open for both day and night classes.

Many high schools in Indiana have credit courses for adults. These high school credit programs are for those who dropped out of high school. An adult can earn the credits he/she needs for a diploma. There is usually a small fee for these classes.

Trade Schools teach skills a person needs to know to get certain kinds of jobs. These schools are sometimes called Vocational School. Some examples of classes or subjects offered are:

- secretarial
- beauty school
- auto body
- auto mechanics
- carpentry
- welding

This is only a small list of the job training programs offered in Vocational or trade school. Be careful when seeking one of these schools. They charge a fee and they are in the education business. They sell job training programs to adults who feel they must have practical training.

There are more than 10,000 vocational, trade schools across the country. Costs may range from a few hundred dollars a semester to $9,000.00 a year. This is more expensive than the colleges in our communities.

These schools must charge to make a profit. They operate and are supported entirely by student tuition and fees.

Before you even start to select a school:

1. Know what you want out of a school.
2. Know if they award diplomas or certificates.
3. Know the difference between a degree or certificate.
4. Know the different programs available.
5. Know the alternatives.
6. Know the costs.

Continuing classes are often held at the local high school, library, YWCA or college, or university. Subjects taught might include:

auto work
welding
sewing
gardening
astronomy

This list is only a small example. Check with the college or university in your city for these classes. There is a fee for these classes. Often the fee is less than at other vocational schools.

ACTIVITY 3

Write the answers to the following questions in your Student Response Booklet.

1. Where does your ABE/GED program meet? What are the days and times you can attend classes?
2. Find the trade or vocational school in your area. Use the yellow pages. List the names of three you might like.
3. Is there a high school in your town that has an adult program? If the answer is "yes", give the name and address.

STUDENT RESPONSE BOOKLET
CR-1 COMMUNITY SERVICES

Name ______________________________

Date ______________________

PRE/POST TEST

1.
2.
3.
4.
5.

Activity 1

Write the name, address and phone number of the two government offices you have chosen.

1. Name ____________________
   Address ____________________
   ____
   Phone ____________________

2. Name ____________________
   Address ____________________
   ____
   Phone ____________________

Activity 2

Write the name, address, and phone number of the Legal Service Office where you would call for free legal help.

Name ____________________
Address ____________________
____
Phone ____________________

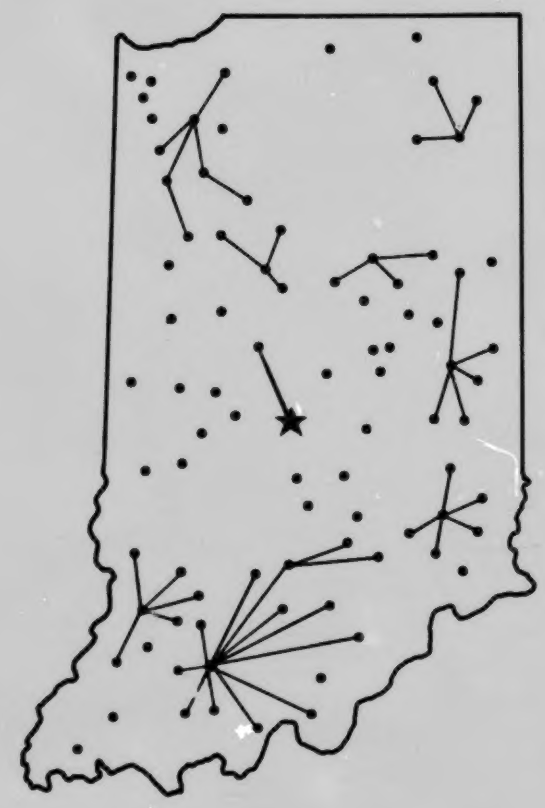
Activity 3

1. Where does your ABE/GED program meet? ____________________
   Days and hours ____________________
   ____

2. List the names of three trade schools.
   A. ____________________
   B. ____________________
   C. ____________________

3. Name and address of high school credit program. ____________________
   ____

DECIDE



Community Resources

CR-2: APPLYING FOR COMMUNITY SERVICES
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet, the adult learner will understand how and when to apply for community services.

INTRODUCTION:

This SAT packet is designed to help the student work independently. Unlike most of the packets, CR-2, APPLYING FOR COMMUNITY SERVICES, has a pre-requisite. A student should not work in this packet without first completing CR-1, COMMUNITY SERVICES. This packet also includes outside reading. The reading levels in the suggested reading pamphlets will vary. The student with severe reading problems may need additional help from the teacher. It is also suggested that with group work, this student can succeed.

ADAPTABILITY:

Interaction with others is encouraged as an important method of learning, and, while the student proceeds at an independent rate, he/she does not work and learn in isolation. So it is strongly urged that this packet be used for group work when possible.

Some suggestions for group sessions might be:

1. Have each student read a community pamphlet, and then explain what he/she found out about the service.
2. Conduct a teacher led group discussion on services used by the various students in the group. Emphasize difficulties and benefits of using a particular service. These services may include: state employment service, township trustee, legal aid services, and educational services.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

No specific math skills are needed for this packet.

PRE/POST TEST

The material covered in this packet does not seem to lend itself to the regular pre/post tests. It is therefore suggested that the teacher use the discussion topics to determine if the needs of the student have been successfully met.

SKILLS OBJECTIVES:

- READING
  - Develops vocabulary
  - Generalizes
  - Distinguishes between fact and opinion
  - Obtains information
- WRITING
  - Fills out forms
  - Writes letters
- SPEAKING, LISTENING, VIEWING
  - Presents or seeks information
  - Draws conclusions
  - Derives personal relevance
- PROBLEM SOLVING
  - Describes the problem or situation
  - Obtains needed information
  - Examines constraints
  - Plans alternate strategies
  - Determines plan of action
- INTERPERSONAL RELATIONS
  - Interacts with others
  - Explains interests, preferences and needs
  - Solves problems

ADDITIONAL MATERIALS NEEDED TO COMPLETE THIS UNIT

PAMPHLETS ON THE FOLLOWING SUBJECTS:

1. State Employment Services
2. Township Trustee
3. AFDC
4. Food Stamps
5. Medicaid
6. Social Security
7. Medicare
8. Free Legal Services
9. Educational Services

To the student . . .

This packet contains information about applying for community services. You may already know about this. Before you work in the packet, be sure you have completed CR-1, COMMUNITY SERVICES. These two packets go together. In CR-1, you will have learned about a number of community services. In this packet, you will find out more information to help you. You may want to review the first packet. If you have any questions, ask your teacher.

There are some materials that will help further with this packet. If you can find some pamphlets about community services, bring them to class. Some suggestions are pamphlets about:

1. State Employment Services
2. Township Trustee
3. AFDC
4. Food Stamps
5. Medicaid
6. Social Security
7. Medicare
8. Free Legal Services
9. Educational Services

STATE EMployment

ACTIVITY 1

The State Employment Service can be very helpful. The official name is INDIANA EMPLOYMENT SECURITY DIVISION. This office matches people with jobs. You will be required to obtain a special form to fill out. Ask your teacher for help with this. If you cannot obtain the form, then use your Student Response Booklet for this purpose.

ACTIVITY 2

Mrs. Adams has three small children. She has a part-time job. She is paid $52.00 per week. Her husband is a carpenter. He does odd jobs. Usually they have enough money. Things were going fine until Mr. Adams had a car accident. He broke both legs. The doctor said that he couldn't work for at least 6 months.

Write a letter to the Welfare Department. Explain this situation. Ask if Mrs. Adams can get AFDC (Aid for Families with Dependent Children.)

Write your answer in the Student Response Booklet.

ACTIVITY 3

Look at the pamphlets you have found on services in your community. Pick a service that you or someone you know might be able to use. Answer the following questions. Write your answers in the Student Response Booklet.

1. What service did you choose? ____________
2. Where is the office located? ____________
3. List the reasons why you or the person you know might qualify for this service. ______

____

____

ACTIVITY 4

Almost all of us know someone who receives social security payments. Conduct an interview with a person you know who receives this money. Choose someone who will not mind your asking questions. Then ask the following questions:

1. Why do you receive social security?
2. How long have you gotten Social Security?
3. Do you think group payments should be higher?
4. Do you get SSI or Medicare?

If you need to write your answers, use the Student Response Booklet.

ACTIVITY 5

In CR-1, you found the names of three trade schools.

1. Write a letter or call one of the schools.
2. Ask for a catalog and application form. (They usually are free.)
3. Fill out the application when you receive it.

Ask your teacher for help in filling out the application form.

STUDENT RESPONSE BOOKLET
APPLYING FOR COMMUNITY SERVICES
COMMUNITY RESOURCES - 2

Name ____

Date ________________________

ACTIVITY 1

If you have not been able to obtain a special form from the Indiana Employment Security Division, then use this page to practice. Ask your teacher for help.

Name ______________________________

Address ______________________________

Phone ______________________________

ACTIVITY 2

Write a letter to the Welfare Department. Explain Mrs. Adams situation. You may choose to write this letter on a separate sheet of paper.

ACTIVITY 3

1. What service did you choose? ______________________________
2. Where is the office located? ______________________________
3. List the reasons why you or the person you know might qualify for this service. ______________________________

ACTIVITY 4

1. Why do you receive Social Security?
2. How long have you gotten Social Security?
3. Do you think group payments should be higher?
4. Do you get SSI or Medicare?

ACTIVITY 5

1. Write a letter or call one of the schools.
2. Ask for a catalog and application form.
3. Fill out the application when you receive it. If you do not receive a form, ask your teacher to help you fill out one here.

Name ______________________________

Address ______________________________

Phone ______________________________

School Last Attended ______________________________

Years of schooling ______________________________

Date of birth ______________________________

Trade you are interested in ______________________________

DECIDE

Community Resources

CR-3: RECREATIONAL SERVICES
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will be familiar with the recreational sites and services available in the community.

INTRODUCTION:

This packet will acquaint the student with the community recreational sites and services. Most of the activities center around gathering information.

ADAPTABILITY:

Productive use of leisure time is probably important to most adult learners. This is a good subject for group discussion. If you have at least three or four people in your classroom who are interested in taking part in a discussion, the following format is suggested.

Group Session:
Lead an informal exchange among class members. Ask for personal definitions of recreation. Talk about what is available in the community. Encourage interaction among students and sharing of good and bad recreational experiences.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

The student will need to have a basic knowledge of whole numbers for this packet.

PRE/POST TEST:

There is no pre/post test. Student interest should be the determinant for placement in this packet.

ADDITIONAL MATERIALS NEEDED:

Recent Sunday newspaper
Catalog (Sears, J.C. Penney, etc.)
Pamphlets containing community recreation and hobby information

SKILLS OBJECTIVES:

- Reading
  - Develops vocabulary
  - Obtains information
  - Derives personal relevance
  - Skims materials
- Writing
  - Makes lists
  - Writes letters
- Speaking, Listening, Viewing
  - Expresses needs
  - Evaluates the content
  - Interprets ideas
- Problem Solving
  - Describes the problem or situation
  - Obtains needed information
  - Examines personal values and potential conflicts
  - Examines constraints
  - Plans alternate strategies
  - Determines plan of action
- Interpersonal Relations
  - Interacts with others
  - Explains goals, ambitions, interests, preferences and needs
  - Pinpoints potential conflicts
- Computation
  - Adds whole numbers
  - Adds decimals
  - Multiplies whole numbers
  - Multiplies decimals
  - Completes a combination of operations

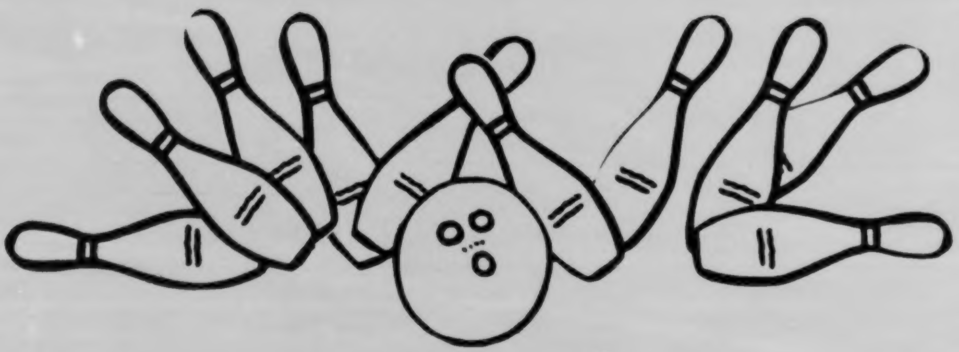
To the student . . . .

This SAT Packet should help you to know more about the recreational services available in your community.

You will read materials concerning these activities. You will also have practice in writing for information and choosing those services which serve your personal or family needs.

It is hoped that you will visit recreational facilities and find out the services offered. But most of all, through studying this packet, we hope you will find new ways to enjoy your free time and where to go to obtain new information about recreation.

Community Center



It is important for everyone to spend some time having fun. Recreation is a word sometimes used for fun activities. Then there are day to day work activities and family tasks that have to be done. Often these tasks are boring. So think about the things you enjoy doing. Hopefully it will make the boring tasks more acceptable. Maybe there are some enjoyable activities you would like to try in Activity 1.

Activity 1

Make a list of the things you do for fun or recreation. Make this list in the Student Response Booklet.

Make another list of things you would like to try. This list may include sports, hobbies, or travel in Indiana. Make this list in the Student Response Booklet.

Activity 2

Read the following problems. Choose the one that relates to you. Write your answers in the Student Response Booklet.

Problem #1

You live in a small town. It is long distance to call a large city.

a. List five types of recreational things in your town. (Possible things include bowling, swimming, skating, ball games, or movies.)
b. Call to find out the cost and times for the two activities that are of most interest to you.

Problem #2

You live in a large city or can call free of charge.

a. List five recreational things in the city that interest you. (The Sunday paper may be helpful for ideas.)
b. Call to find out the cost and times of three activities on your list.

A visit to a state park is a low cost trip. People of all ages enjoy the park. Find the pamphlet in your packet that tells about state parks. If this information is not in your packet, use the chart on the next page.

30

INDIANA

- *ACTIVITIES*
- *FACILITIES*
- *SERVICES*

STATE PARKS	MAILING ADDRESS	ZIP CODE	TELEPHONE NUMBER	Rally Campground	Reservation System	Campsites A	Campsites B	Campsites C	Horsemen Campsites	Youth Tent Area	Dumping Station	Acreage	Boating With Motors	Boats, Rent, Private	Boats Rent, For Rent	Fishing	Hiking	Inns (Rooms Meals)	Lookout or Fire Tower	Naturalist Program	Playground Equipment	Riding Trails Horses	Saddle Barn	Swimming Beach	Swimming Pool	Water Skiing	Tennis
Bass Lake	Knox	46534	(219) 772 3382		R	●						22	●	●		●					●			●		●	
Brown County	Nashville	47448	(812) 988 2825	Y		●		●	●	●	●	15.543				●	●	●	●	●	●	●	●		●		
Chain O'Lakes	Albion	46701	(219) 636 2654	Y	R	●	●	●		●	●	2.678		●	●	●	●			●	●		●	●			
Clifty Falls	Madison	47250	(812) 265 3536		R	●		●			●	1.336					●	●		●	●				●		●
Indiana Dunes	Chesterton	46304	(219) 926-1215		R	●	●			●	●	2.182					●			●	●			●			
Harmonie	New Harmony	47631	(812) 682-4033	Y	R	●		●		●	●	3.380				●	●			●	●				●		
Lieber	Cloverdale	46120	(317) 795-4576	Y	R	●	●	●		●	●	8.283	●	●	●	●	●				●			●		●	
Lincoln	Lincoln City	47552	(812) 937 2726		R	●		●		●	●	1,747			●	●	●		●	●	●			●			●
McCormick's Creek	Spencer	47460	(812) 829 2235	Y	R	●		●		●	●	1,833				●	●	●	●	●	●		●		●		●
Mounds	Anderson	46014	(317) 642-6627			●				●		254			●	●	●			●	●		●				
Ouabache	Bluffton	46714	(219) 824-0926	Y		●	●	●	●	●	●	1.065		●	●	●	●		●		●	●			●		●
Pokagon	Angola	46703	(219) 665-9613		R	●	●	●		●	●	1.190		●	●	●	●	●	●	●	●		●	●		●	●
Potato Creek	North Liberty	46554	(219) 656-3490			●	●	●	●	●	●	3.840			●	●	●			●	●			●			
Raccoon Lake	Rockville	47872	(317) 344 1884		R	●	●	●		●	●	3.938	●	●	●	●	●				●			●		●	
Shades	Waveland	47989	(317) 435 2810	Y				●		●		3.074				●	●			●	●						
Shakamak	Jasonville	47438	(812) 665 2158		R	●	●	●		●	●	1.766		●	●	●	●			●	●		●	●			
Spring Mill	Mitchell	47446	(812) 849 4129		R	●	●	●		●	●	1.319		●	●	●	●	●		●	●		●		●		●
Tippecanoe River	Winamac	46996	(219) 946 3213			●	●	●		●		2.761	●	●		●	●		●	●	●	●					
Turkey Run	Marshall	47859	(317) 597 2635	Y	R	●	●			●	●	2.339				●	●	●		●	●		●		●		●
Versailles	Versailles	47042	(812) 689 6424		R	●		●		●	●	5.906		●	●	●	●			●	●	●	●	●			
Whitewater	Liberty	47353	(317) 458 5565	Y	R	●	●	●	●	●	●	1.515		●	●	●	●			●	●	●	●	●			
RESERVOIRS																											
Brookville	Brookville	47012	(317) 647-6557		R	●					●	16,455	●	●		●	●							●		●	
Hardy	Scottsburg	47170	(812) 794-3800		R	●		●			●	2,062	●	●		●	●							●		●	
Huntington	Huntington	46750	(219) 468-2165	Y				●		●		8,322	●	●		●	●							●		●	
Mississinewa	Peru	46970	(317) 473 6528	Y	R	●	●	●		●	●	14,386	●	●	●	●	●				●			●		●	
Monroe	Bloomington	47401	(812) 837 9950		R	●	●	●			●	23,952	●	●	●	●	●				●			●		●	
Salamonie	Huntington	46750	(219) 468 2125	Y	R	●	●	●		●	●	11,506	●	●	●	●	●				●	●		●		●	
STATE FISH AND WILDLIFE AREAS																											
Atterbury	Edinburg	46124	(812) 526 2051					●				5.410		●		●	●										
Crosley	North Vernon	47265	(812) 346 5596									4.042		●		●	●										
Glendale	Washington	47501	(812) 644 3485		R	●	●					8.200	●	●	●	●	●										
Hindostan Falls	Shoals	47581	(812) 644 6385					●				134	●	●		●	●										
Hovey Lake	Mount Vernon	47620	(812) 838 2927			●						4.400	●	●	●	●	●										
Jasper-Pulaski	Medaryville	47957	(219) 843 4841				●	●				7.585					●				●						
Kankakee	Knox	46534	(219) 754 2521					●				2.302	●	●		●	●										
Kingsbury	LaPorte	46350	(219) 393 3612					●				5.000		●		●	●										
LaSalle	Schneider	46376	(219) 992 3019					●				3.244	●	●		●	●										
Patoka	Pike	47598	(812) 789 2724					●				7.434		●		●	●										
Pigeon River	Howe	46746	(219) 367 2164					●				11.100		●		●	●										
Springs Valley	French Lick	47432	(812) 644-6385					●				1.206	●	●		●	●										
Wilbur Wright	New Castle	47362	(317) 529-9581					●				800					●										
STATE FORESTS																											
Clark	Henryville	47126	(812) 294 4306					●	●			22,871		●		●	●		●		●	●					
Deam Lake	Borden	47106	(812) 246 2438		R	●						(Clark)		●	●	●	●				●			●			
Ferdinand	Ferdinand	47532	(812) 367 1524					●		●		7,873		●	●	●	●		●		●			●			
Greene-Sullivan	Dugger	47838	(812) 648 2810					●	●			5.220		●		●	●		●			●					
Harrison Crawford	Corydon	47112	(812) 738-2722					●	●	●		24,330		●		●	●		●		●	●					
Jackson Washington	Brownstown	47220	(812) 358 2160					●				15,181		●		●	●		●		●	●					
Martin	Shoals	47581	(812) 247 3491					●				6.124		●		●	●		●		●						
Morgan Monroe	Martinsville	46151	(317) 342 4026					●		●		23,916		●		●	●		●		●						
Pike	Winslow	47598	(812) 789 3251					●	●			2,858				●	●		●		●	●					
Salamonie River	Largo	46941	(219) 782 2349					●				621		●		●	●				●						
Starve Hollow	Vallonia	47281	(812) 358 3464					●				in J W		●	●	●	●				●			●			
Yellowwood	Nashville	47448	(812) 988 7945					●	●			22,451		●	●	●	●				●	●					

Activity 3

1. Choose the park nearest your home. List the following information in the Student Response Booklet.
    a. Address & Zip
    b. Recreational activities available
2. Use your Indiana map to find the location of the park.
    a. Write directions to get to the park from your town or city.
    b. Draw a map showing the same information.

(picture of sunset and mountain)

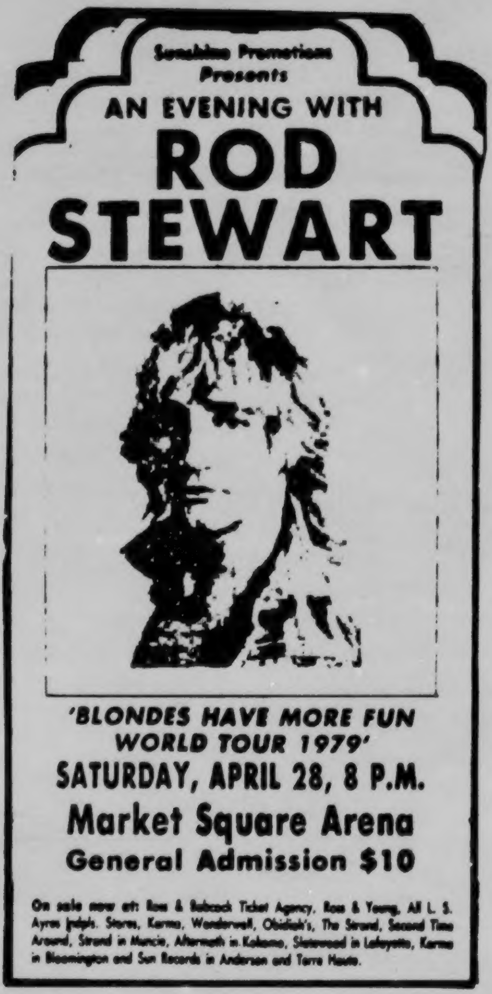
The Sunday newspaper always has a large entertainment part or section. It is full of ideas for things to do and places to go. Read the following entertainment words. Then do Activity 4.

VOCABULARY:

RESERVED SEATS:	A ticket has a seat number on it; you must sit where the ticket says.
GENERAL ADMISSION:	The ticket does not have a seat number; you may sit anywhere.
MATINEE:	Afternoon show; tickets are usually cheaper than at night.
DISCOUNT:	A certain amount is taken off of the regular ticket price.
COUPON:	A piece of paper that says a person gets a discount.

ACTIVITY 4

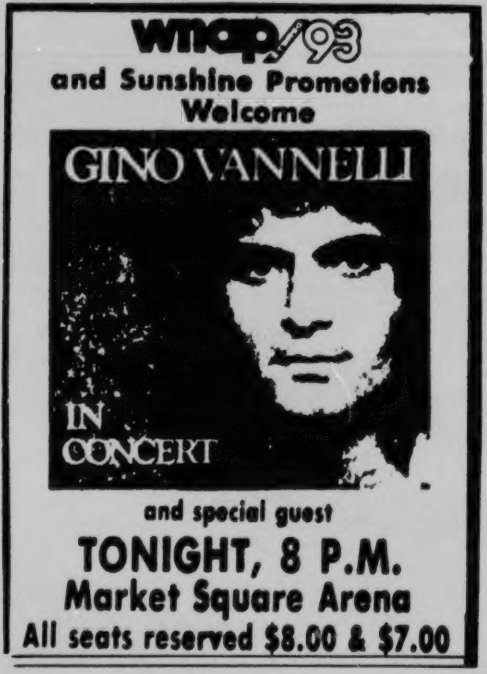
Look at the entertainment ads on the next 4 pages. These ads are from the Indianapolis Star. Answer the questions next to each ad. Write all of your answers in the Student Response Booklet.



Sunshine Promotions
Presents
AN EVENING WITH
ROD STEWART

'BLONDES HAVE MORE FUN WORLD TOUR 1979'
SATURDAY, APRIL 28, 8 P.M.
Market Square Arena
General Admission $10

On sale now at: Ross & Babcock Ticket Agency, Ross & Young, All L. S. Ayres Indpls. Stores, Karma, Wonderwell, Obidiah's, The Strand, Second Time Around, Strand in Muncie, Aftermath in Kokomo, Slatewood in Lafayette, Karma in Bloomington and Sun Records in Anderson and Terre Haute.

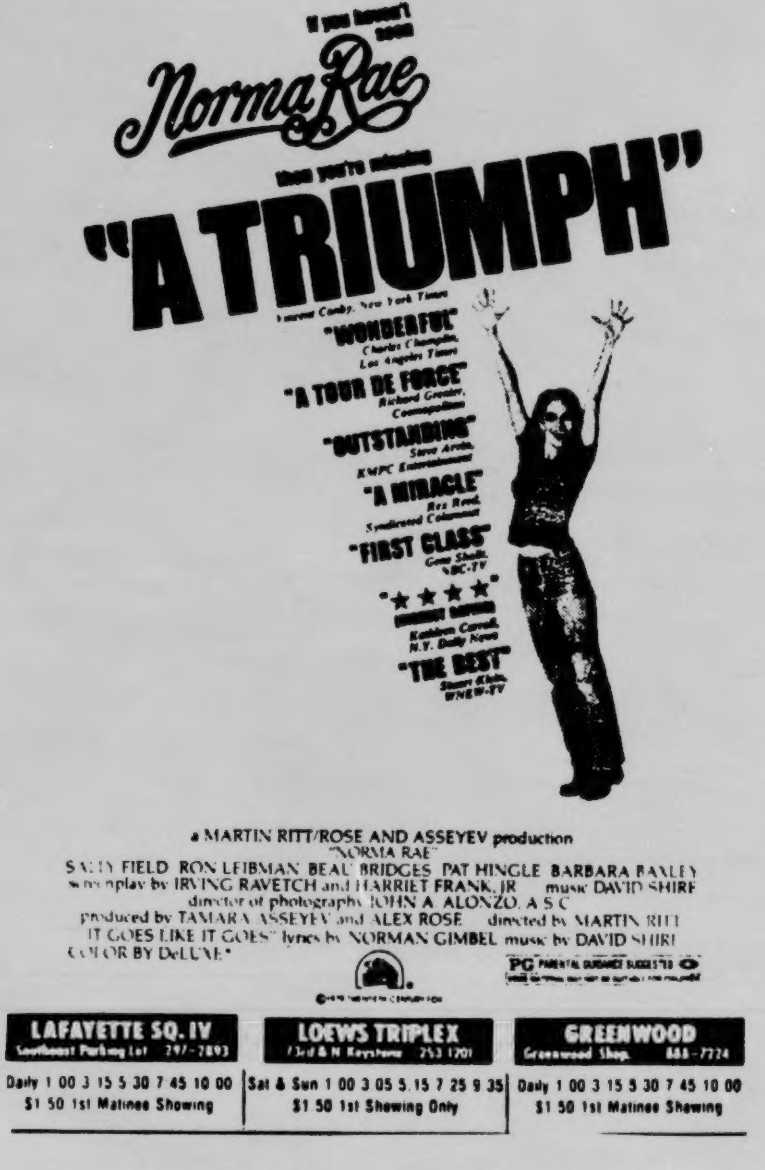


wnap/93
and Sunshine Promotions Welcome
GINO VANNELLI
IN CONCERT
and special guest
TONIGHT, 8 P.M.
Market Square Arena
All seats reserved $8.00 & $7.00

1. When was the Rod Stewart concert?

2. Name two places that sold tickets.

3. Can a person sit anywhere he/she wants to at the Gino Vannelli concert? Explain.



If you haven't seen

Norma Rae

then you're missing

"A TRIUMPH"

Vincent Canby, New York Times

"WONDERFUL"
Charles Champlin,
Los Angeles Times

"A TOUR DE FORCE"
Richard Grenier,
Cosmopolitan

"OUTSTANDING"
Steve Arvin,
KMPC Entertainment

"A MIRACLE"
Rex Reed,
Syndicated Columnist

"FIRST CLASS"
Gene Shalit,
NBC-TV

"★★★★
HIGHEST RATING"
Kathleen Carroll,
N.Y. Daily News

"THE BEST"
Stuart Klein,
WNEW-TV

a MARTIN RITT/ROSE AND ASSEYEV production
"NORMA RAE"
SALLY FIELD RON LEIBMAN BEAU BRIDGES PAT HINGLE BARBARA BAXLEY
screenplay by IRVING RAVETCH and HARRIET FRANK, JR music DAVID SHIRE
director of photography JOHN A. ALONZO, A S C
produced by TAMARA ASSEYEV and ALEX ROSE directed by MARTIN RITT
"IT GOES LIKE IT GOES" lyrics by NORMAN GIMBEL music by DAVID SHIRE
COLOR BY DeLUXE®

PG PARENTAL GUIDANCE SUGGESTED

LAFAYETTE SQ. IV Southeast Parking Lot 297-7893	LOEWS TRIPLEX 73rd & N Keystone 253 1701	GREENWOOD Greenwood Shop. 888-7724
Daily 1 00 3 15 5 30 7 45 10 00 $1 50 1st Matinee Showing	Sat & Sun 1 00 3 05 5.15 7 25 9 35 $1 50 1st Showing Only	Daily 1 00 3 15 5 30 7 45 10 00 $1 50 1st Matinee Showing

4. What time is the matinee showing? How much does it cost?

THRU MARCH 18 — IRVING BERLIN'S

"Annie Get Your Gun"

A delightful evening for the entire family

MATINEES EVERY SUNDAY

A lavish buffet & a Broadway play all at one fantastic price!

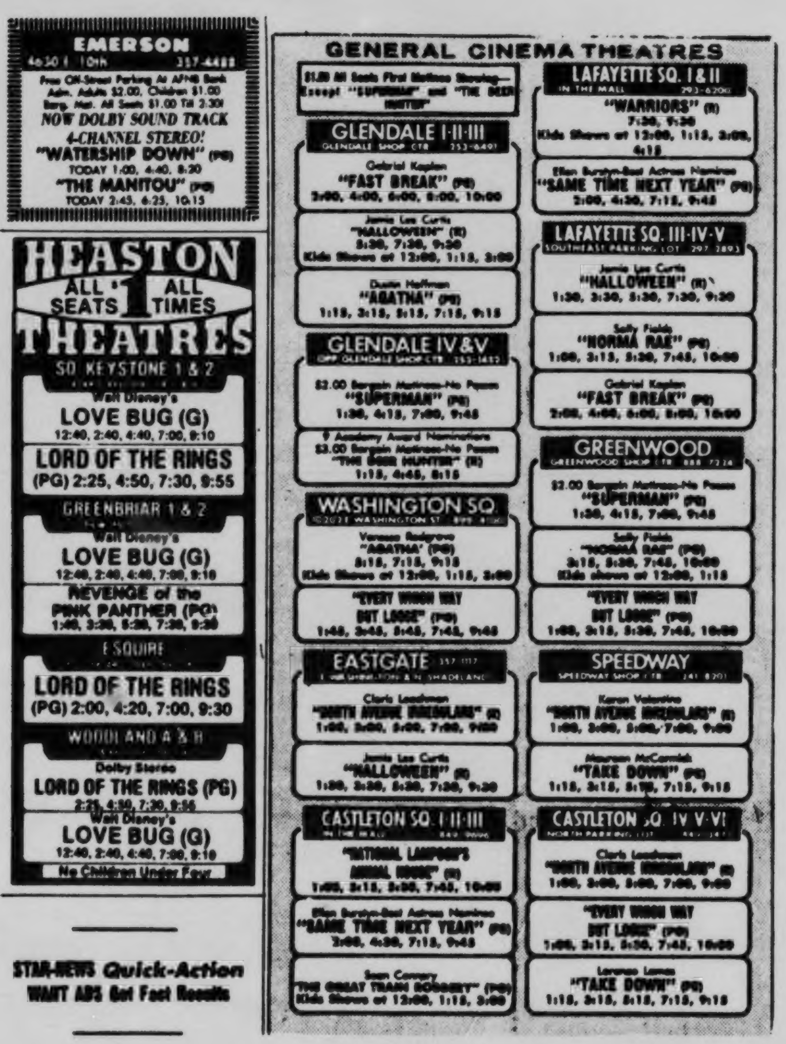
CONCERTS

NEW CHRISTY MINSTRELS
(Dinner & Concert) .... Mon., April 9
WOODY WOODBURY
(Dinner & Show) .... Mon., April 30
HARRY JAMES & ORCH.
(Dinner & Show) .... Tues., May 22

FOR RESERVATIONS CALL [illegible]

5. When is the last performance of "Annie Get Your Gun"? What would you do to make reservations?

Movies are rated for morality and violence. This helps you decide which movies you or your children want to see. General (G) means a movie is all right for children. Parental Guidance (PG) means parents should decide if the movie is all right for children. Restricted (R) means the movie is not meant for children. Look at the movie ad below. Then answer the questions about the ad.



EMERSON
4630 E. 10th 357-4488
Free Off-Street Parking At AFNB Bank
Adm. Adults $2.00, Children $1.00
Barg. Mat. All Seats $1.00 Till 2:30!
NOW DOLBY SOUND TRACK
4-CHANNEL STEREO!
"WATERSHIP DOWN" (PG)
TODAY 1:00, 4:40, 8:20
"THE MANITOU" (PG)
TODAY 2:45, 6:25, 10:15

HEASTON
ALL SEATS $1 ALL TIMES
THEATRES

SO. KEYSTONE 1 & 2
Walt Disney's
LOVE BUG (G)
12:40, 2:40, 4:40, 7:00, 9:10
LORD OF THE RINGS
(PG) 2:25, 4:50, 7:30, 9:55

GREENBRIAR 1 & 2
Walt Disney's
LOVE BUG (G)
12:40, 2:40, 4:40, 7:00, 9:10
REVENGE of the PINK PANTHER (PG)
1:40, 3:30, 5:30, 7:30, 9:30

ESQUIRE
LORD OF THE RINGS
(PG) 2:00, 4:20, 7:00, 9:30

WOODLAND A & B
Dolby Stereo
LORD OF THE RINGS (PG)
2:25, 4:50, 7:30, 9:55
Walt Disney's
LOVE BUG (G)
12:40, 2:40, 4:40, 7:00, 9:10
No Children Under Four

STAR-NEWS *Quick-Action*
WANT ADS Get Fast Results

GENERAL CINEMA THEATRES

$1.50 All Seats First Matinee Showing—Except "SUPERMAN" and "THE DEER HUNTER"

GLENDALE I-II-III
GLENDALE SHOP CTR 253-6491
Gabriel Kaplan
"FAST BREAK" (PG)
2:00, 4:00, 6:00, 8:00, 10:00
Jamie Lee Curtis
"HALLOWEEN" (R)
5:30, 7:30, 9:30
Kids Shows at 12:00, 1:15, 3:00
Dustin Hoffman
"AGATHA" (PG)
1:15, 3:15, 5:15, 7:15, 9:15

GLENDALE IV & V
OPP GLENDALE SHOP CTR [illegible]
$2.00 Bargain Matinees-No Passes
"SUPERMAN" (PG)
1:30, 4:15, 7:00, 9:45
9 Academy Award Nominations
$3.00 Bargain Matinees-No Passes
"THE DEER HUNTER" (R)
1:15, 4:45, 8:15

WASHINGTON SQ.
10202 E. WASHINGTON ST. [illegible]
Vanessa Redgrave
"AGATHA" (PG)
5:15, 7:15, 9:15
Kids Shows at 12:00, 1:15, 3:00
"EVERY WHICH WAY BUT LOOSE" (PG)
1:45, 3:45, 5:45, 7:45, 9:45

EASTGATE 357-1117
E. WASHINGTON & N. SHADELAND
Cloris Leachman
"NORTH AVENUE IRREGULARS" (G)
1:00, 3:00, 5:00, 7:00, 9:00
Jamie Lee Curtis
"HALLOWEEN" (R)
1:30, 3:30, 5:30, 7:30, 9:30

CASTLETON SQ. I-II-III
IN THE MALL [illegible]
"NATIONAL LAMPOON'S ANIMAL HOUSE" (R)
1:00, 3:15, 5:30, 7:45, 10:00
Ellen Burstyn-Best Actress Nominee
"SAME TIME NEXT YEAR" (PG)
2:00, 4:30, 7:15, 9:45
Sean Connery
"THE GREAT TRAIN ROBBERY" (PG)
Kids Shows at 12:00, 1:15, 3:00

LAFAYETTE SQ. I & II
IN THE MALL 293-6200
"WARRIORS" (R)
7:30, 9:30
Kids Shows at 12:00, 1:15, 3:00, 4:15
Ellen Burstyn-Best Actress Nominee
"SAME TIME NEXT YEAR" (PG)
2:00, 4:30, 7:15, 9:45

LAFAYETTE SQ. III-IV-V
SOUTHEAST PARKING LOT 297-2893
Jamie Lee Curtis
"HALLOWEEN" (R)
1:30, 3:30, 5:30, 7:30, 9:30
Sally Field
"NORMA RAE" (PG)
1:00, 3:15, 5:30, 7:45, 10:00
Gabriel Kaplan
"FAST BREAK" (PG)
2:00, 4:00, 6:00, 8:00, 10:00

GREENWOOD
GREENWOOD SHOP CTR 888-7224
$2.00 Bargain Matinees-No Passes
"SUPERMAN" (PG)
1:30, 4:15, 7:00, 9:45
Sally Field
"NORMA RAE" (PG)
3:15, 5:30, 7:45, 10:00
Kids shows at 12:00, 1:15
"EVERY WHICH WAY BUT LOOSE" (PG)
1:00, 3:15, 5:30, 7:45, 10:00

SPEEDWAY
SPEEDWAY SHOP CTR 241-8201
Karen Valentine
"NORTH AVENUE IRREGULARS" (G)
1:00, 3:00, 5:00, 7:00, 9:00
Maureen McCormick
"TAKE DOWN" (PG)
1:15, 3:15, 5:15, 7:15, 9:15

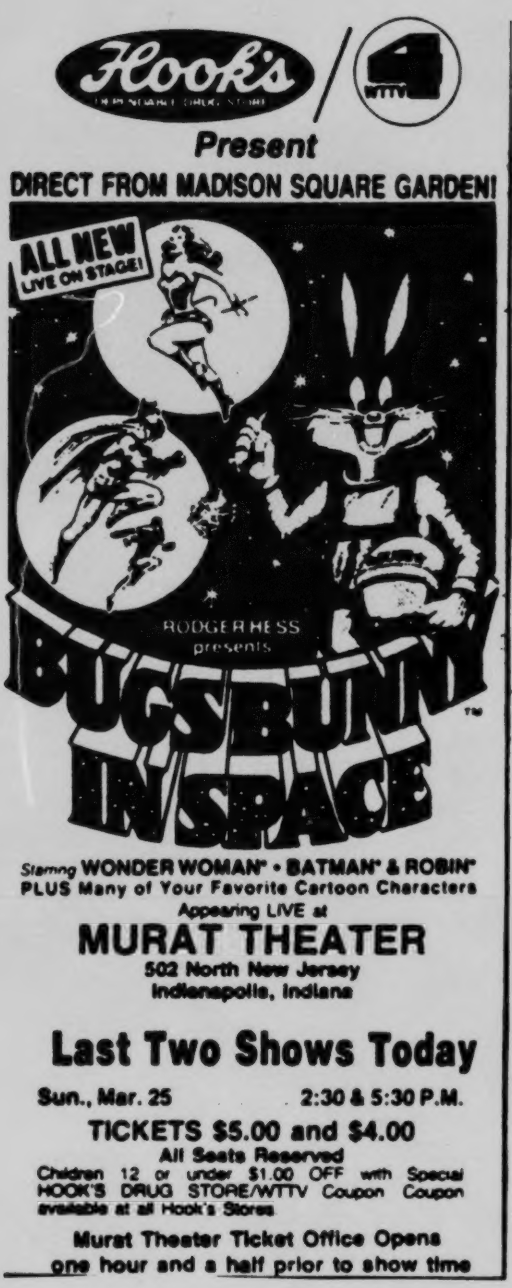
CASTLETON SQ. IV-V-VI
NORTH PARKING LOT [illegible]
Cloris Leachman
"NORTH AVENUE IRREGULARS" (G)
1:00, 3:00, 5:00, 7:00, 9:00
"EVERY WHICH WAY BUT LOOSE" (PG)
1:00, 3:15, 5:30, 7:45, 10:00
Lorenzo Lamas
"TAKE DOWN" (PG)
1:15, 3:15, 5:15, 7:15, 9:15

6. What movies are playing at Eastgate?

   What time does "Halloween" start?

   Which movie is the best one for children?

   Name one movie that you should not take children to see.



Hook's DEPENDABLE DRUG STORE / 4 WTTV

Present

DIRECT FROM MADISON SQUARE GARDEN!

ALL NEW LIVE ON STAGE!

RODGER HESS presents

BUGS BUNNY™ IN SPACE

Starring WONDER WOMAN® • BATMAN® & ROBIN®
PLUS Many of Your Favorite Cartoon Characters
Appearing LIVE at

MURAT THEATER

502 North New Jersey
Indianapolis, Indiana

Last Two Shows Today

Sun., Mar. 25 2:30 & 5:30 P.M.

TICKETS $5.00 and $4.00

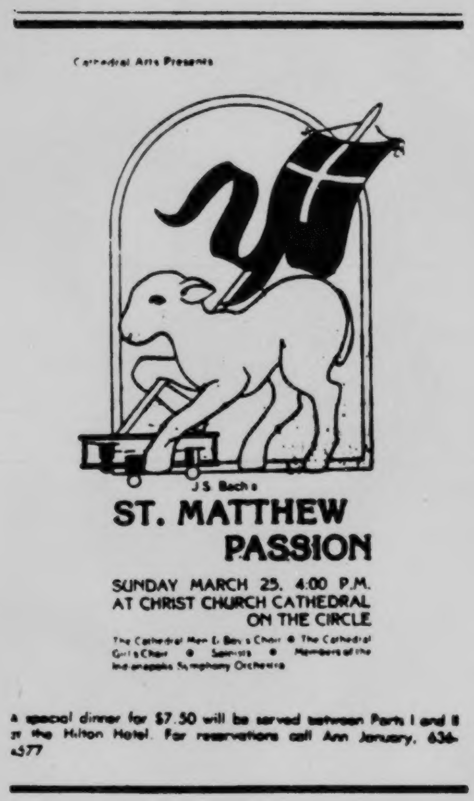
All Seats Reserved

Children 12 or under $1.00 OFF with Special HOOK'S DRUG STORE/WTTV Coupon Coupon available at all Hook's Stores

Murat Theater Ticket Office Opens one hour and a half prior to show time

7. Where are tickets to this show sold?

This show offers a discount. Who can get the discount?



Cathedral Arts Presents

J.S. Bach's

ST. MATTHEW PASSION

SUNDAY MARCH 25, 4:00 P.M.
AT CHRIST CHURCH CATHEDRAL
ON THE CIRCLE

The Cathedral Men & Boy's Choir • The Cathedral Girls Choir • Soloists • Members of the Indianapolis Symphony Orchestra

A special dinner for $7.50 will be served between Parts I and II at the Hilton Hotel. For reservations call Ann January, 636-4577

8. Where was "St. Matthew Passion" performed? List the date and time of the performance.

ACTIVITY 5

Find the entertainment section in your Sunday newspaper. Find three activities you would like to do. Then list the following for each activity. Write your answers in the Student Response Booklet.

name
location
time of the activity

If you find free activities you are interested in, list them.

HOBBIES:

Another type of recreational activity is a hobby. A hobby is something a person can do alone for enjoyment. Some common hobbies are gardening, painting, sewing, collecting things, and reading. Often a person can take lessons to become better at a hobby. Classes in hobbies are sometimes taught at your local adult night school, YWCA, YMCA, church or community service center. Think of a hobby you might find interesting. Now see if you can find information about where this hobby is taught.

UNITED WAY

SPORTS:

Some people like to take part in sports. Others like to watch. This is the difference between participation sports and spectator sports. All communities have high school basketball and football teams. Many cities have college or university teams. Their baseball, basketball, and football games can be very exciting to watch. Professional (or pro) teams are also found in some cities. The players on these teams are paid well to play.

ACTIVITY 6

To find out more about sports activities in your community, do one of the following things:

A) Choose a sport that you would like to try yourself. Find out where you can get started with this sport. Look in the newspaper and in community pamphlets. List the location, cost, and time. Suggestions are: skating, bowling, swimming, volleyball, bicycling, jogging, biking and tennis. You may think of something else.

or . . .

B) Choose a spectator sport that you like to watch. Get a team schedule for a high school, college, or pro team. Check the cost of admission. Try to go to a game. Suggestions are: football, basketball, baseball, swimming, track, or gymnastics.

Now let's take a look at some equipment costs. Many sports require special equipment. Bowling and roller skating are two examples. You can rent equipment. However, if you rent often enough, it is cheaper to buy your own.

ACTIVITY 7

Choose one of the following activities. Pick something in your community:

BOWLING
ICE SKATING
ROLLER SKATING
RACQUET BALL
GOLF

List the special equipment you need. Next, call to find out how much it costs to rent the equipment.

Check in a Sears, Penney's or sports catalog for the cost of the new equipment. Figure out how many times you could rent equipment before it would be cheaper to buy it.

For example, let's look at ice skating. Suppose it costs $1.25 to rent ice skates. You can buy a pair for about $35.00. Divide the cost of a new pair by the rental cost.

$$\begin{array}{r}28\\1.25\overline{)35.00}\end{array}$$

A person would need to go skating 28 times to spend the amount that a new pair of skates would cost. If he/she only skates four or five times a year, it is cheaper to rent than to buy.

PLANNING:

By now you should have a good idea about recreation in your community. Think of a friend or relative that lives at least 150 miles away. This should be someone you would like to invite for a visit. Now work Activity 8.

ACTIVITY 8

Write a letter to the person you have in mind.

Tell him or her about some of the fun or recreation services in your town. Describe one thing the two of you could do during the visit. Plan an outdoor activity. It can be a winter activity such as sledding or ice skating. It can be a warm weather activity such as swimming or tennis.

STUDENT RESPONSE BOOKLET FOR RECREATIONAL SERVICES

CR-3

NAME: ____

DATE: ____________________

ACTIVITY 1

Make a list below of the things you do now for fun or recreation:

Make a list below of some of the things you would like to try some day:

ACTIVITY 2

RECREATIONAL ACTIVITY	COST	TIME
1.		
2.		
3.		
4.		
5.		

ACTIVITY 3

Pick out the park nearest your home. List the following information:

Park ____________________
Address ____________________
____________________ zip code __________

Recreational activities available ____________________

Write the directions for getting to the park from your town or city or draw map. Use the space below.

ACTIVITY 4

1. Date and time of Rod Stewart concert:
2. Two places that sold tickets:
3. Can a person sit anywhere he or she wants to at the Gino Vannelli concert? Explain.
4. Time of matinee:

   Cost of matinee:
5. Last performance:

   To make reservations:
6. What movies are playing at Eastgate?

   What time does "Halloween" start?

   Name the movie that is best for children:

   Name the movie that you should not take children to see:
7. Tickets sold at:

   Who gets a discount:
8. Where:

   Date and time:

ACTIVITY 5

Three things you would like to do:

NAME	LOCATION	TIME

Free activities:

ACTIVITY 6

Location:

Cost: Time:

or . . .

Cost of admission:

ACTIVITY 7

Special equipment needed: ____________________

Cost to rent the equipment: ____________________

Cost of the equipment new: ____________________

How many times you should rent before you buy: ____________________

ACTIVITY 8

Write your letter below:

CR-4: INFORMATION SOURCES
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:
Upon completion of this SAT packet the adult learner will be able to utilize information services of the community.

INTRODUCTION:
This SAT packet has sections on how to obtain information from the newspaper, television, radio, and telephone book. A vocabulary list of difficult words is found at the beginning of the packet.

ADAPTABILITY:
This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, buddy system, and group work.

READING LEVEL:
The reading level of work varies somewhat due to variability of reading levels within the newspaper. Students may need extra help going through the newspaper. The student who reads at Level I, Phase II should experience success with teacher help. The material is also adaptable for Level I, Phase I.

MATH LEVEL:
No special math skills are needed for this packet.

PRE/POST TEST:
There is no pre/post test. Expressed student interest and some ability to read the newspaper are prerequisites for placement in this packet.

ADDITIONAL MATERIALS NEEDED:
Local newspaper and local telephone books

SKILLS OBJECTIVES:
- Reading
  - Develops vocabulary
  - Follows directions
  - Identifies purpose
  - Draws conclusions
- Writing
  - Makes lists
- Speaking, Listening, Viewing
  - Expresses needs
  - Organizes information
- Problem Solving
  - Describes the problem or situation
  - Obtains needed information
  - Examines constraints
  - Determines plan of action
- Interpersonal Relations
  - Interacts
  - Explains goals, ambitions, interests, preferences and needs

To the student . . .

This packet is about information. It is about information in the newspaper, on TV and radio. There is also a part on the telephone book. When you finish this packet, you should have a good idea where to find information about many things.

A million facts at your fingertips

You need to know the following words to do this packet. If there are words you cannot say, ask your teacher to help you.

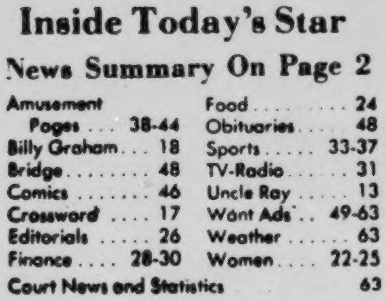
Newspaper words:
- **Index** — a list of things and the page number where each thing can be found
- **Article** — news item in the paper
- **Summary** — short way of telling about a longer article
- **Classified** — part of newspaper that has ads in a list
- **Vital statistics** — list of births, deaths, marriages, divorces
- **Schedule** — tells times when something is planned to happen
- **Theater** — building where a movie or play is presented
- **Entertainment section** — part of paper that lists fun things to do

Other words:
- **Commercial** — ad on radio or TV
- **Announce** — tell about something on radio or TV
- **Directory assistance** — number a person can call to get information about telephone numbers

PART ONE — NEWSPAPER INFORMATION

The newspaper is one of the best places to find information. It has a lot more than news in it. Weather, TV, sports, movies, ads, deaths, births and lots of other things are in most newspapers. The index tells where to find things.

Here is an index from the Indianapolis Star. It is from a daily paper.

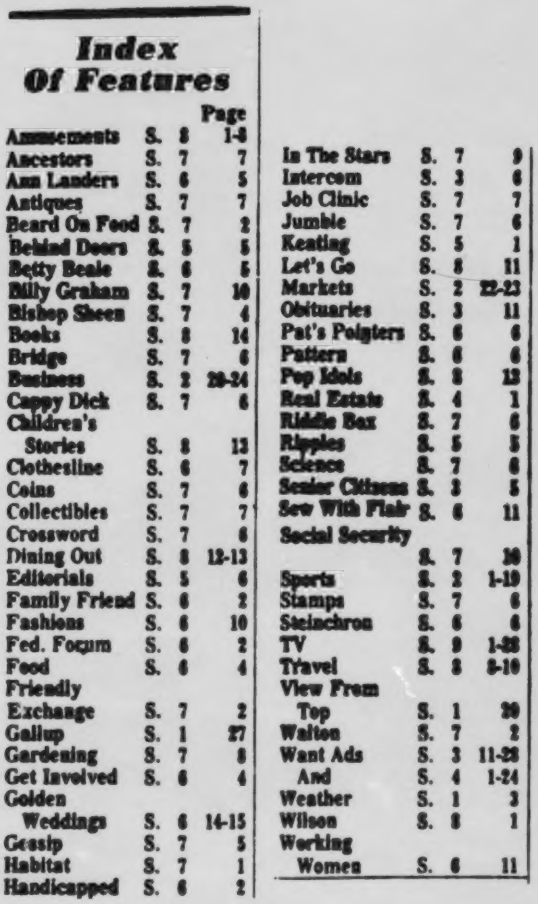


Inside Today's Star

News Summary On Page 2

Amusement Pages	38-44	Food	24
Billy Graham	18	Obituaries	48
Bridge	48	Sports	33-37
Comics	46	TV-Radio	31
Crossword	17	Uncle Ray	13
Editorials	26	Want Ads	49-63
Finance	28-30	Weather	63
		Women	22-25
Court News and Statistics	63		

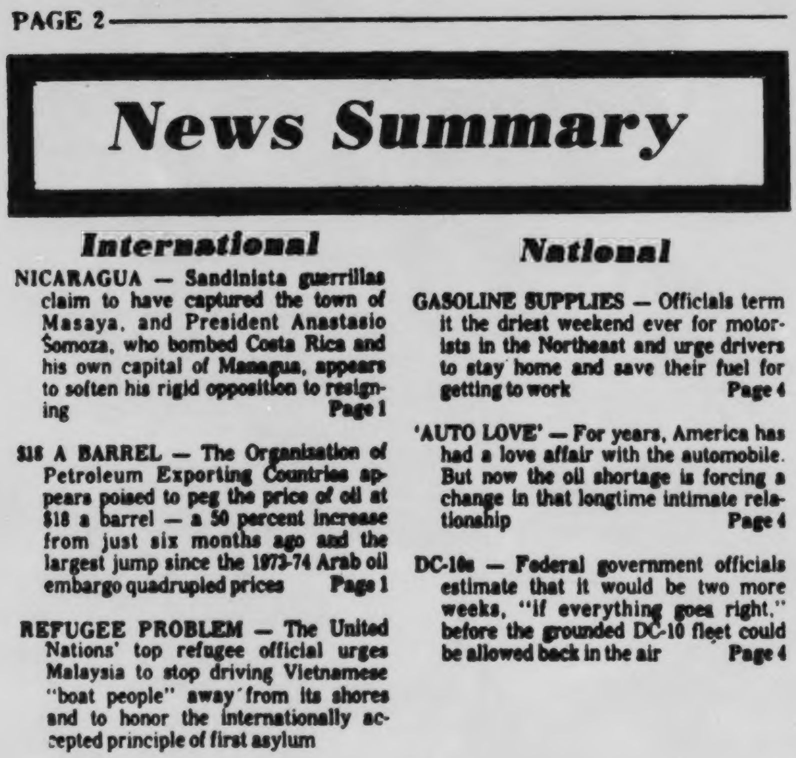
This long index is from the Sunday Star. A Sunday paper is divided into several parts. The parts are called sections. The "S" in the index is for the section. For example, "Books" is in Section 8, p. 14.



Index Of Features

			Page
Amusements	S.	8	1-8
Ancestors	S.	7	7
Ann Landers	S.	6	5
Antiques	S.	7	7
Beard On Food	S.	7	2
Behind Doors	S.	5	5
Betty Beale	S.	6	5
Billy Graham	S.	7	10
Bishop Sheen	S.	7	4
Books	S.	8	14
Bridge	S.	7	6
Business	S.	2	20-24
Cappy Dick	S.	7	6
Children's Stories	S.	8	13
Clothesline	S.	6	7
Coins	S.	7	6
Collectibles	S.	7	7
Crossword	S.	7	6
Dining Out	S.	8	12-13
Editorials	S.	5	6
Family Friend	S.	6	2
Fashions	S.	6	10
Fed. Forum	S.	6	2
Food	S.	6	4
Friendly Exchange	S.	7	2
Gallup	S.	1	27
Gardening	S.	7	8
Get Involved	S.	6	4
Golden Weddings	S.	6	14-15
Gossip	S.	7	5
Habitat	S.	7	1
Handicapped	S.	6	2
In The Stars	S.	7	9
Intercom	S.	3	6
Job Clinic	S.	7	7
Jumble	S.	7	6
Keating	S.	5	1
Let's Go	S.	8	11
Markets	S.	2	22-23
Obituaries	S.	3	11
Pat's Pointers	S.	6	6
Pattern	S.	6	6
Pop Idols	S.	8	13
Real Estate	S.	4	1
Riddle Box	S.	7	6
Ripples	S.	5	5
Science	S.	7	6
Senior Citizens	S.	3	5
Sew With Flair	S.	6	11
Social Security	S.	7	10
Sports	S.	2	1-19
Stamps	S.	7	6
Steinchron	S.	6	6
TV	S.	9	1-28
Travel	S.	8	8-10
View From Top	S.	1	30
Walton	S.	7	2
Want Ads	S.	3	11-28
And	S.	4	1-24
Weather	S.	1	3
Wilson	S.	8	1
Working Women	S.	6	11

Many papers have a news summary. This summary tells the reader what is going on in the world and the nation. It also tells what page in the paper has a story or article about the summary.



PAGE 2

News Summary

International

NICARAGUA — Sandinista guerrillas claim to have captured the town of Masaya, and President Anastasio Somoza, who bombed Costa Rica and his own capital of Managua, appears to soften his rigid opposition to resigning Page 1

$18 A BARREL — The Organization of Petroleum Exporting Countries appears poised to peg the price of oil at $18 a barrel — a 50 percent increase from just six months ago and the largest jump since the 1973-74 Arab oil embargo quadrupled prices Page 1

REFUGEE PROBLEM — The United Nations' top refugee official urges Malaysia to stop driving Vietnamese "boat people" away from its shores and to honor the internationally accepted principle of first asylum

National

GASOLINE SUPPLIES — Officials term it the driest weekend ever for motorists in the Northeast and urge drivers to stay home and save their fuel for getting to work Page 4

'AUTO LOVE' — For years, America has had a love affair with the automobile. But now the oil shortage is forcing a change in that longtime intimate relationship Page 4

DC-10s — Federal government officials estimate that it would be two more weeks, "if everything goes right," before the grounded DC-10 fleet could be allowed back in the air Page 4

Another important part of the paper is the classified or want ads. This part is usually near the end of the paper. It has information about jobs and things for sale (homes, household goods, cars, trucks, etc.).

ACTIVITY 1

Find the want ad part or section of your paper. Look under employment or jobs. Pick out a job that sounds interesting to you. Answer these questions in your student response booklet.

1. Kind of job
2. Phone number to call
3. Address
4. Person to talk to about the job

ACTIVITY 2

Now find the part that lists things for sale. Pick out something you might like to buy. Answer these questions.

1. Item for sale
2. Phone number and/or address
3. Price

Weather information may be found in the newspaper. Many papers give the weather in other parts of the country, too.

ACTIVITY 3

Find the weather in your newspaper. If there is any information you do not understand, ask your teacher to explain it.

The Weather

Weather Data

NATIONAL WEATHER SERVICE
Special Report For The Star
June 21, 1979

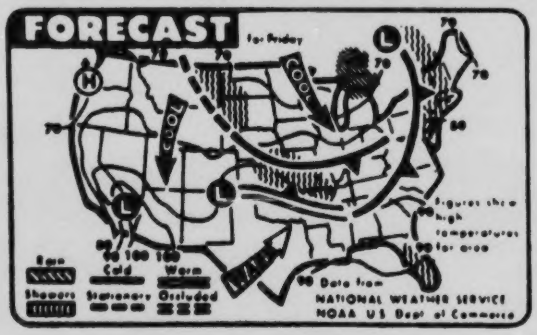
Precipitation	none
Total amount (Since Jan. 1)	16.33
Accum. departure from normal, Since Jan. 1 (deficiency)	3.63
Mean temperature	78
Heating degree days	0
Accum. heating degree days Since July 1	5,961
Normal accumulation	5,577

BAROMETER READINGS
1 p.m. ... 30.06 7 p.m. ... 29.99
11 p.m. 29.99

RELATIVE HUMIDITY
Maximum ... 97 Minimum ... 43

TEMPERATURES

1 a.m.	70	1 p.m.	84
3 a.m.	70	3 p.m.	86
5 a.m.	69	5 p.m.	86
7 a.m.	73	7 p.m.	84
9 a.m.	77	9 p.m.	75
11 a.m.	82	11 p.m.	71
Maximum	87	Minimum	69
Normal high	84	Normal low	63


FORECAST
for Friday
H
L
L
L
L
COOL
COOL
WARM
70
70
70
70
70
80
90
90
90
100
100
Figures show high temperatures for area
Rain
Showers
Cold
Warm
Stationary
Occluded
Data from NATIONAL WEATHER SERVICE NOAA U.S. Dept. of Commerce

Areas of precipitation are predicted today in the Northeast, the Dakotas, the central Mississipi Valley, Florida and the Great Lakes, according to the National Weather Service. (AP Photo)

Indianapolis Skies

FRIDAY, JUNE 22

Sunset today	9:16 p.m.
Sunrise tomorrow	5:18 a.m.
Moonrise tomorrow	4:32 a.m.
New moon	June 24.

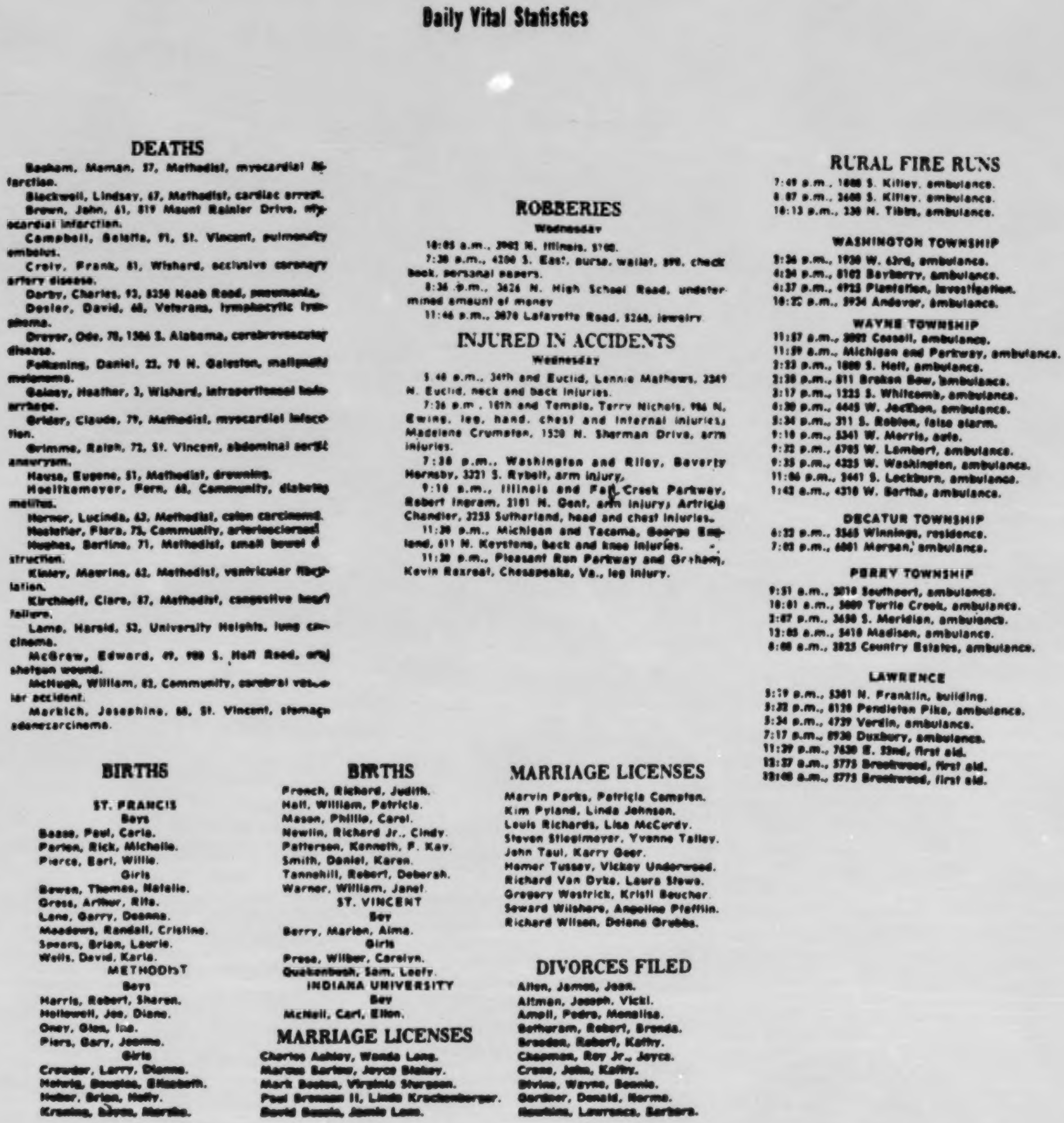
This evening, the planet Mercury is almost directly south of the star Pollux. In the morning sky, Mars is seen well above the moon and Aldebaran is near the moon.

Extended Outlook For Indiana

(Sunday Through Tuesday)

Showers and thundershowers possible Sunday. Clearing Monday and fair Tuesday. Lows in the mid-50s to the low 60s. Highs in the mid-70s to the low 80s.

Newspapers list vital statistics. This means births, deaths, fire runs, police runs, divorces, marriages, injuries in car accidents, and robberies. Below is an example from the Indianapolis News.



Daily Vital Statistics

DEATHS

Basham, Maman, 57, Methodist, myocardial infarction.

Blackwell, Lindsey, 67, Methodist, cardiac arrest.

Brown, John, 61, 819 Mount Rainier Drive, myocardial infarction.

Campbell, Belette, 91, St. Vincent, pulmonary embolus.

Croly, Frank, 81, Wishard, occlusive coronary artery disease.

Darby, Charles, 93, 8250 Noab Road, pneumonia.

Dosier, David, 68, Veterans, lymphocytic lymphoma.

Drever, Ode, 78, 1506 S. Alabama, cerebrovascular disease.

Folkening, Daniel, 23, 78 N. Galeston, malignant melanoma.

Gaisey, Heather, 3, Wishard, intraperitoneal hemorrhage.

Grider, Claude, 79, Methodist, myocardial infarction.

Grimme, Ralph, 72, St. Vincent, abdominal aortic aneurysm.

Hause, Eugene, 51, Methodist, drowning.

Hoeltkemeyer, Fern, 68, Community, diabetes mellitus.

Horner, Lucinda, 63, Methodist, colon carcinoma.

Hostetler, Flora, 75, Community, arteriosclerosis.

Hughes, Bertina, 71, Methodist, small bowel obstruction.

Kinley, Maurine, 62, Methodist, ventricular fibrillation.

Kirchhoff, Clara, 87, Methodist, congestive heart failure.

Lamb, Harold, 53, University Heights, lung carcinoma.

McGraw, Edward, 49, 980 S. Holt Road, shotgun wound.

McHugh, William, 82, Community, cerebral vascular accident.

Markich, Josephine, 88, St. Vincent, stomach adenocarcinoma.

ROBBERIES

Wednesday

10:05 a.m., 3902 N. Illinois, $100.

7:30 a.m., 4200 S. East, purse, wallet, $90, check book, personal papers.

8:36 p.m., 3626 N. High School Road, undetermined amount of money

11:46 p.m., 3070 Lafayette Road, $260, jewelry

INJURED IN ACCIDENTS

Wednesday

5:40 p.m., 34th and Euclid, Lennie Mathews, 3249 N. Euclid, neck and back injuries.

7:26 p.m., 10th and Temple, Terry Nichols, 986 N. Ewing, leg, hand, chest and internal injuries; Madeleine Crumpton, 1520 N. Sherman Drive, arm injuries.

7:38 p.m., Washington and Riley, Beverly Hornsby, 3221 S. Rybolt, arm injury.

9:10 p.m., Illinois and Fall Creek Parkway, Robert Ingram, 3101 N. Gent, arm injury; Artricia Chandler, 3255 Sutherland, head and chest injuries.

11:20 p.m., Michigan and Tacoma, George England, 611 N. Keystone, back and knee injuries.

11:30 p.m., Pleasant Run Parkway and Graham, Kevin Roxreal, Chesapeake, Va., leg injury.

RURAL FIRE RUNS

7:49 p.m., 1800 S. Kitley, ambulance.
8:07 p.m., 3600 S. Kitley, ambulance.
10:13 p.m., 330 N. Tibbs, ambulance.

WASHINGTON TOWNSHIP

3:36 p.m., 1930 W. 63rd, ambulance.
4:34 p.m., 8102 Bayberry, ambulance.
4:37 p.m., 4925 Plantation, investigation.
10:25 p.m., 3934 Andover, ambulance.

WAYNE TOWNSHIP

11:57 a.m., 3002 Cossell, ambulance.
11:59 a.m., Michigan and Parkway, ambulance.
2:23 p.m., 1800 S. Holt, ambulance.
2:30 p.m., 811 Broken Bow, ambulance.
3:17 p.m., 1225 S. Whitcomb, ambulance.
4:30 p.m., 4445 W. Jackson, ambulance.
5:34 p.m., 311 S. Roblee, false alarm.
9:10 p.m., 5341 W. Morris, auto.
9:32 p.m., 6705 W. Lambert, ambulance.
9:35 p.m., 4325 W. Washington, ambulance.
11:06 p.m., 3441 S. Lockburn, ambulance.
1:43 a.m., 4310 W. Bertha, ambulance.

DECATUR TOWNSHIP

6:32 p.m., 3565 Winnings, residence.
7:03 p.m., 6801 Morgan, ambulance.

PERRY TOWNSHIP

9:51 a.m., 2010 Southport, ambulance.
10:01 a.m., 3009 Turtle Creek, ambulance.
3:07 p.m., 3650 S. Meridian, ambulance.
12:05 a.m., 5410 Madison, ambulance.
8:08 a.m., 2023 Country Estates, ambulance.

LAWRENCE

5:19 p.m., 5301 N. Franklin, building.
5:22 p.m., 8120 Pendleton Pike, ambulance.
5:34 p.m., 4729 Verdin, ambulance.
7:17 p.m., 8930 Duxbury, ambulance.
11:29 p.m., 7630 E. 33nd, first aid.
12:37 a.m., 5773 Brookwood, first aid.
12:40 a.m., 5773 Brookwood, first aid.

BIRTHS

ST. FRANCIS

Boys

Basse, Paul, Carla.
Parlon, Rick, Michelle.
Pierce, Earl, Willie.

Girls

Bowen, Thomas, Natalie.
Gross, Arthur, Rita.
Lane, Garry, Deanna.
Meadows, Randall, Cristine.
Spears, Brian, Laurie.
Wells, David, Karla.

METHODIST

Boys

Harris, Robert, Sharon.
Hollowell, Joe, Diane.
Oney, Glen, Ina.
Piers, Gary, Joanne.

Girls

Crowder, Larry, Dianne.
Helwig, Douglas, Elizabeth.
Huber, Brian, Holly.
Kroning, Steven, Martha.

BIRTHS

French, Richard, Judith.
Hall, William, Patricia.
Mason, Phillip, Carol.
Newlin, Richard Jr., Cindy.
Patterson, Kenneth, F. Kay.
Smith, Daniel, Karen.
Tannehill, Robert, Deborah.
Warner, William, Janet.

ST. VINCENT

Boy

Berry, Marion, Alma.

Girls

Prose, Wilber, Carolyn.
Quakenbush, Sam, Leefy.

INDIANA UNIVERSITY

Boy

McNeil, Carl, Ellen.

MARRIAGE LICENSES

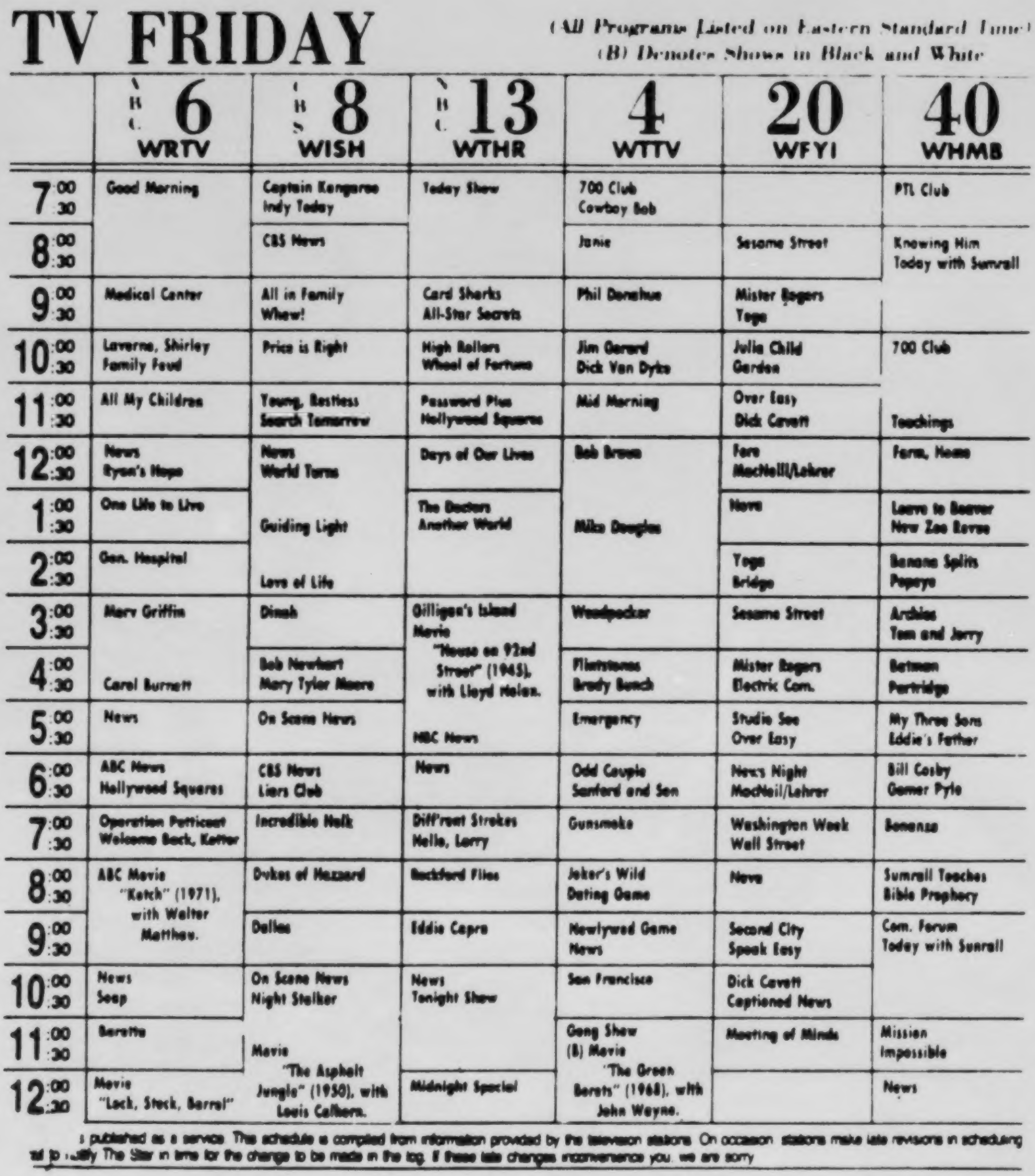
Charles Ashley, Wanda Long.
Marcus Barlow, Joyce Blakey.
Mark Boston, Virginia Sturgeon.
Paul Brennan II, Linda Krachenberger.
David Bassie, Jamie Lam.

MARRIAGE LICENSES

Marvin Parks, Patricia Compton.
Kim Pyland, Linda Johnson.
Louis Richards, Lisa McCurdy.
Steven Stieglmeyer, Yvonne Talley.
John Taul, Karry Geer.
Homer Tussey, Vickey Underwood.
Richard Van Dyke, Laura Stowe.
Gregory Westrick, Kristi Boucher.
Seward Wilshere, Angeline Pfefflin.
Richard Wilson, Delena Grubbs.

DIVORCES FILED

Allen, James, Jean.
Altman, Joseph, Vicki.
Amoll, Pedro, Monalisa.
Botheram, Robert, Brenda.
Breeden, Robert, Kathy.
Chapman, Roy Jr., Joyce.
Crane, John, Kathy.
Divine, Wayne, Bonnie.
Gardner, Donald, Norma.
Hawkins, Lawrence, Barbara.



TV FRIDAY

(All Programs Listed on Eastern Standard Time)
(B) Denotes Shows in Black and White

	6 WRTV	8 WISH	13 WTHR	4 WTTV	20 WFYI	40 WHMB
7:00 :30	Good Morning	Captain Kangaroo Indy Today	Today Show	700 Club Cowboy Bob		PTL Club
8:00 :30		CBS News		Janie	Sesame Street	Knowing Him Today with Sumrall
9:00 :30	Medical Center	All in Family Whew!	Card Sharks All-Star Secrets	Phil Donahue	Mister Rogers Toga	
10:00 :30	Laverne, Shirley Family Feud	Price is Right	High Rollers Wheel of Fortune	Jim Gerard Dick Van Dyke	Julia Child Garden	700 Club
11:00 :30	All My Children	Young, Restless Search Tomorrow	Password Plus Hollywood Squares	Mid Morning	Over Easy Dick Cavett	Teachings
12:00 :30	News Ryan's Hope	News World Turns	Days of Our Lives	Bob Braun	Fare MacNeill/Lehrer	Farm, Home
1:00 :30	One Life to Live	Guiding Light	The Doctors Another World	Mike Douglas	Nova	Leave to Beaver New Zoo Revue
2:00 :30	Gen. Hospital	Love of Life			Toga Bridge	Banana Splits Popeye
3:00 :30	Merv Griffin	Dinah	Gilligan's Island Movie "House on 92nd Street" (1945), with Lloyd Nolan.	Woodpecker	Sesame Street	Archies Tom and Jerry
4:00 :30	Carol Burnett	Bob Newhart Mary Tyler Moore		Flintstones Brady Bunch	Mister Rogers Electric Com.	Batman Partridge
5:00 :30	News	On Scene News	NBC News	Emergency	Studio See Over Easy	My Three Sons Eddie's Father
6:00 :30	ABC News Hollywood Squares	CBS News Liars Club	News	Odd Couple Sanford and Son	News Night MacNeil/Lehrer	Bill Cosby Gomer Pyle
7:00 :30	Operation Petticoat Welcome Back, Kotter	Incredible Hulk	Diff'rent Strokes Hello, Larry	Gunsmoke	Washington Week Wall Street	Bonanza
8:00 :30	ABC Movie "Kotch" (1971), with Walter Matthau.	Dukes of Hazzard	Rockford Files	Joker's Wild Dating Game	Nova	Sumrall Teaches Bible Prophecy
9:00 :30		Dallas	Eddie Capra	Newlywed Game News	Second City Speak Easy	Com. Forum Today with Sumrall
10:00 :30	News Soap	On Scene News Night Stalker	News Tonight Show	San Francisco	Dick Cavett Captioned News	
11:00 :30	Baretta	Movie "The Asphalt Jungle" (1950), with Louis Calhern.		Gong Show (B) Movie "The Green Berets" (1968), with John Wayne.	Meeting of Minds	Mission Impossible
12:00 :30	Movie "Lock, Stock, Barrel"		Midnight Special			News

s published as a service. This schedule is compiled from information provided by the television stations. On occasion stations make late revisions in scheduling ial to notify The Star in time for the change to be made in the log. If these late changes inconvenience you, we are sorry.

ACTIVITY 4

Find the page in your newspaper that lists the vital statistics. Most newspapers have a section on vital statistics and other information about local news.

1. Read the names of the people who had babies, or were married, or divorced. Also note the death statistics. If you know any of the people, write your answer in the Student Response Booklet.
2. Read the addresses of the fire and police runs. Were any of them near your home? If so, write the answer in your Student Response Booklet.

(clip of TV schedule)

ACTIVITY 5

Look at the TV schedule from the Indianapolis Star. Use it to answer these questions.

1. What is on Channel 13 at 10 o'clock in the morning?
2. What is on Channel 6 at 6 o'clock at night?
3. How long does the ABC Movie on Channel 6 last?

Some newspapers have a special information column. A person can write in with a question or problem. The Indianapolis News has a column like this. Check to see if your newspaper has one.

Have A Problem?

Turn To Our Action Man . . .

HERMAN HOGLEBOGLE

He knows how to get things done!

HERMAN's HOTLINE, a daily feature in The Indianapolis News, is a direct channel for Indianapolis area residents who need help or have questions they want answered.

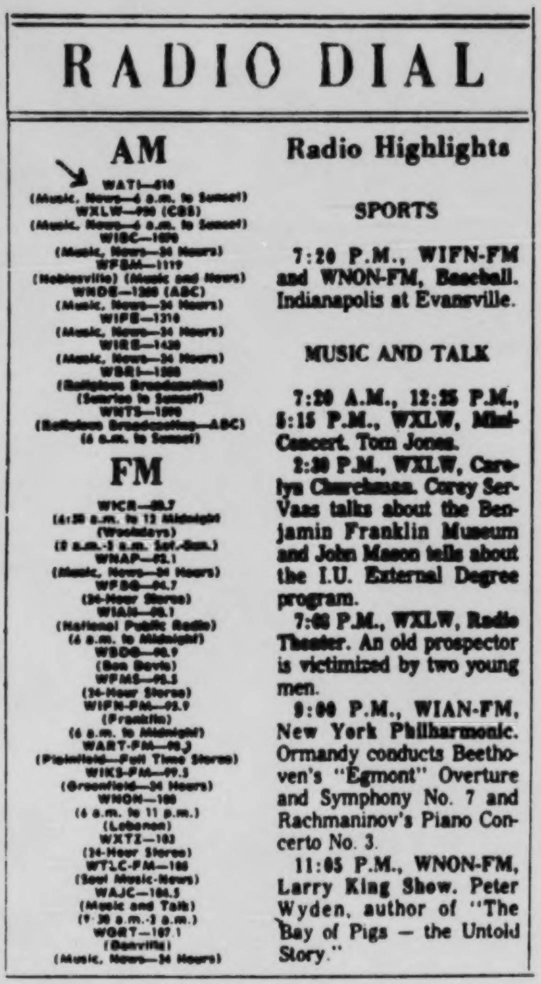
Herman Hoglebogle is a problem-solver. Since 1950, he has helped thousands of citizens in their attempts to have chuckholes repaired and traffic lights installed. He's found the answers to questions about merchandise ordered but not received, merchandise received but not ordered, city ordinances, government agencies, taxes . . . the list is endless.

If you have a problem or need information and don't know where to turn for help, write to HERMAN HOGLEBOGLE . . . our action man at The Indianapolis News.

You'll Find
HERMAN HOGLEBOGLE daily in . . .

THE NEWS

For convenient home delivery, call 633-9211
By carrier, 75c per week.



RADIO DIAL

AM

WATI—810
(Music, News—6 a.m. to Sunset)
WXLW—950 (CBS)
(Music, News—6 a.m. to Sunset)
WIBC—1070
(Music, News—24 Hours)
WFBM—1110
(Noblesville) (Music and News)
WNDE—1260 (ABC)
(Music, News—24 Hours)
WIFE—1310
(Music, News—24 Hours)
WIRE—1430
(Music, News—24 Hours)
WBRI—1500
(Religious Broadcasting)
(Sunrise to Sunset)
WNTS—1590
(Religious Broadcasting—ABC)
(6 a.m. to Sunset)

FM

WICR—88.7
(6:30 a.m. to 12 Midnight
(Weekdays)
(8 a.m.-1 a.m. Sat.-Sun.)
WNAP—93.1
(Music, News—24 Hours)
WFBQ—94.7
(24-Hour Stereo)
WIAN—95.1
(National Public Radio)
(6 a.m. to Midnight)
WBDG—90.9
(Ben Davis)
WFMS—95.5
(24-Hour Stereo)
WIFN-FM—95.9
(Franklin)
(6 a.m. to Midnight)
WART-FM—98.3
(Plainfield—Full Time Stereo)
WIKS-FM—99.5
(Greenfield—24 Hours)
WNON—100
(6 a.m. to 11 p.m.)
(Lebanon)
WXTZ—103
(24-Hour Stereo)
WTLC-FM—105
(Soul Music-News)
WAJC—104.5
(Music and Talk)
(9:30 a.m.-2 a.m.)
WGRT—107.1
(Danville)
(Music, News—24 Hours)

Radio Highlights

SPORTS

7:20 P.M., WIFN-FM and WNON-FM, Baseball. Indianapolis at Evansville.

MUSIC AND TALK

7:20 A.M., 12:25 P.M., 5:15 P.M., WXLW, Mini-Concert. Tom Jones.

2:30 P.M., WXLW, Carolyn Churchman. Corey SerVaas talks about the Benjamin Franklin Museum and John Mason tells about the I.U. External Degree program.

7:08 P.M., WXLW, Radio Theater. An old prospector is victimized by two young men.

9:00 P.M., WIAN-FM, New York Philharmonic. Ormandy conducts Beethoven's "Egmont" Overture and Symphony No. 7 and Rachmaninov's Piano Concerto No. 3.

11:05 P.M., WNON-FM, Larry King Show. Peter Wyden, author of "The Bay of Pigs — the Untold Story."

Look at the "Radio Dial". The number tells where to tune your radio for a station. For example, WATI-810 is at about the 8, 80, or 800 on AM radio. It plays music and news from 6 a.m. to sunset.

There is also information about special radio programs. A baseball game is on two stations. There is a radio theater at 7:08 p.m. on Station WXLW.

ACTIVITY 6

Find the radio schedule in your paper. Answer these questions.

1. How many stations are on the air 24 hours a day?
2. Are there any religious stations listed?
3. Are there any sports broadcasts? If so, who is playing?
4. Does your paper list special radio shows?

The newspaper also has a sports section. It has news about many different sports. It also lists the scores of games played the previous day.

ACTIVITY 7

Find the sports section. Look through the sports pages. Make a list of all the different sports about which the paper has news.

The entertainment section tells about movies and places to eat. It also has information about concerts and plays. Find this part in your newspaper. Check to see if any movies look interesting to you.

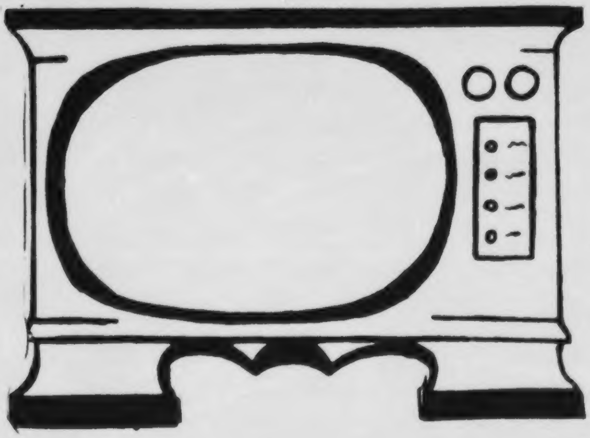
PART TWO — OTHER INFORMATION

Two other important places to get information are TV and radio. Both of these broadcast news and weather several times a day. In most places, there are two types of television. There is commercial TV and public TV. Commercial TV means the main networks: ABC, NBC, and CBS. They broadcast all over the U.S. They make money by selling ads or commercials.

Public TV does not have many commercials. It keeps going because people and groups give or donate money. It has many programs which interest only certain groups of people. Some areas of interest are: yoga, cooking, plays, religious broadcasting, and ballet.

Check the TV guide in your newspaper. Does it list public TV stations? If you are not sure, ask your teacher for help. Look at the different types of programs.

Radio stations and some TV stations make public service announcements. This means they will broadcast the date and time of certain events. These include church suppers, AA meetings, Parents Without Partners meetings, and Lions Club picnics. Also, some stations announce items for sale. Other stations may give traffic information or lost and found pet news.



ACTIVITY 8

Work this activity at home. For the next week, while you watch TV or listen to the radio, listen for public service announcements. Make a list of what announcements are made and for what groups.

After you have made this list, copy it in your Student Response Booklet.

THE TELEPHONE BOOK

The telephone book also contains much useful information. In the front of the book, you will find emergency numbers. These usually include: fire, police and ambulance. Often there is an area map or table with the first three numbers or digits of the various areas. This helps you to locate where a certain phone number belongs in the city or nearby area. Most phone books also have a special section for government phone numbers. Sometimes the pages are a special color to help you. This makes it easier to locate the information you are wanting to find.

ACTIVITY 9

You will need the Yellow Pages and the White Pages for this activity. Try to find the following things in your phone book. Check ( ) the items you find. Write your answers in the Student Response Booklet.

emergency numbers
contents
map of first three numbers
business office hours
city map
index of yellow pages
governmental pages
page to write phone numbers
long distance rates
repair service number
area code map

Sometimes you cannot find the phone number you need in the telephone book. Call "directory assistance". This number is 1-411. An information operator will try to give you the number you need. It is important to have the name of the person or place correct. You may be asked how to spell the name.

Long distance information is another telephone service. Find long distance directory assistance in your phone book. It probably looks something like this.

Suppose you want to get information for another city that has your same area code. Dial 1-555-1212.

Directory Assistance

Local

Call	1-411

Long Distance

In your area	
call 1	555-1212
elsewhere	
call 1 area code	555-1212
for WATS numbers	
call 1 - 800	- 555-1212

Suppose you want to get information for someplace with a different area code. Look up the different area code. Dial 1 + area code + 555-1212.

**Have you completed this packet? Would you like more practice in using the telephone, phone book and Yellow Pages? If so, ask the teacher for the special packet.

ACTIVITY 10

Look at the area code map from the phone book. Find Indiana.

1. What are the three area codes in the state?
2. What is the area code for New Mexico?
3. Bob Carter has a friend who lives in Utah. He wants to call his friend, but he doesn't have the number. What numbers must he dial to get directory assistance? Write the answers in the Student Response Booklet.

ACTIVITY 11

Many cities have a phone number for the correct time. Also, there may be a number for the weather. Check the front of your phone book to see if there is a weather or time number. If there is, write the answer in your Student Response Booklet.

HOW TO USE THE
TELEPHONE,
TELEPHONE BOOK,
WHITE AND
YELLOW PAGES

STUDENT RESPONSE BOOKLET
CR-4: INFORMATION SOURCES

Name ______________________________

Date ______________________________

ACTIVITY 1

1. Kind of job ______________________________
2. Phone number to call ______________________________
3. Address ______________________________
4. Person to talk to about the job ______________________________

ACTIVITY 2

1. Item for sale ______________________________
2. Phone number ______________________________
   Address ______________________________
3. Price ______________________________

ACTIVITY 3

Did you understand the information? ________ yes ________ no

ACTIVITY 4

Did you know anyone? ______________________________

Were any of the police or fire runs near your home? ______________________________

ACTIVITY 5

1. ______________________________
2. ______________________________
3. ______________________________

ACTIVITY 6

1. How many stations are on 24 hours a day? ______________________________
2. ________ yes ________ no
3. Are there any sports broadcasts? ________ yes ________ no If yes, who is playing?
   ____
4. ________ yes ________ no

ACTIVITY 7

List the different sports about which your paper has news.

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

ACTIVITY 8

Do this at home on your own paper.

ACTIVITY 9

Put a (✓) by the parts you find in your phone book or books.

_____ emergency numbers
_____ contents
_____ map of first three numbers
_____ business office hours
_____ city map
_____ index of yellow pages
_____ governmental pages
_____ page to write phone numbers
_____ long distance rates
_____ repair service number
_____ area code map

ACTIVITY 10

1. What are the three area codes in Indiana? __________ __________ __________
2. Area code for New Mexico __________
3. Directory assistance for Utah __________

ACTIVITY 11

1. What phone number will give you the correct time? __________
2. What phone number will give you weather information? __________

CR-5: THE LIBRARY
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will be able to locate and use the services of a public library.

INTRODUCTION:

This packet is designed to familiarize the student with the public library. It presents written information about use of the library and usual services provided. After reading about the library, the student is asked to plan a trip to his or her local library. There are several activities to do while at the library.

The only suggested teacher preparation is a phone call or visit to the library to acquaint the librarian with the idea of competency based education. This is especially important if you anticipate that several students will go to the same library. It may be possible to arrange a group trip with the librarian available as a resource person.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods: individualized, one-to-one tutorial, buddy system, and group work.

READING LEVEL:

The student should experience success with this packet if he or she reads at Level I, Phase II. The student must also be able to find things in alphabetical order. There is an item on the pre-test that measures this ability.

MATHEMATICAL SKILLS:

A working knowledge of whole numbers will help the student in this packet.

MATERIALS NEEDED TO COMPLETE THIS PACKET:

1. Local telephone book
2. Local street map

PRE/POST TEST:

The pre/post test is to be administered before and after the student has completed the SAT packet.

Answers to the Pre/Post Test:

1. B
2. D
3. A
4. B
5. C
6. Answers will vary
7. Answers will vary
8. brain
   crane
   peculiar
   riffle
   right
   standard
   topic
   toxic
   trip
   uranium

SKILLS OBJECTIVES

Reading
  Develops vocabulary and spelling
  Follows directions
  Obtains information
  Uses map
Writing
  Fills out forms
  Makes notes
Speaking, Listening, Viewing
  Organizes information
  Seeks and conveys information
  Derives personal relevance
Problem Solving
  Defines need
  Obtains information
  Determines plan of action
Interpersonal Relations
  Interacts with others
  Explains preference and needs
Computation
  Adds
  Subtracts
  Multiplies

PRE-TEST/POST-TEST

Multiple Choice — Circle the letter of the best answer:

1) Books that give information about many things are called:
   a. fiction books
   b. reference books
   c. periodical books
   d. sociology books

2) Information about magazine articles is listed in the:
   a. card catalog
   b. subject index
   c. New York Times Index
   d. Reader's Guide

3) In which of the following are you most likely to find a map of the U.S.?
   a. Atlas and almanac
   b. Encyclopedia and pocket dictionary
   c. Biography and geography books
   d. Almanac and reference book

4) A call number tells:
   a. the title of a book
   b. where to find a book
   c. the publisher of a book
   d. how much a book costs

5) Fiction books are usually arranged by:
   a. book title
   b. fiction call number
   c. author's last name
   d. book subject

Short answer:

6) All libraries lend books. Most also have other services. List three of these other services:

____

____

____

7) What does "renew" mean?

____

____

8) Arrange the following words in alphabetical order:

topic
right
standard
brain
trip
riffle
crane
toxic
peculiar
uranium

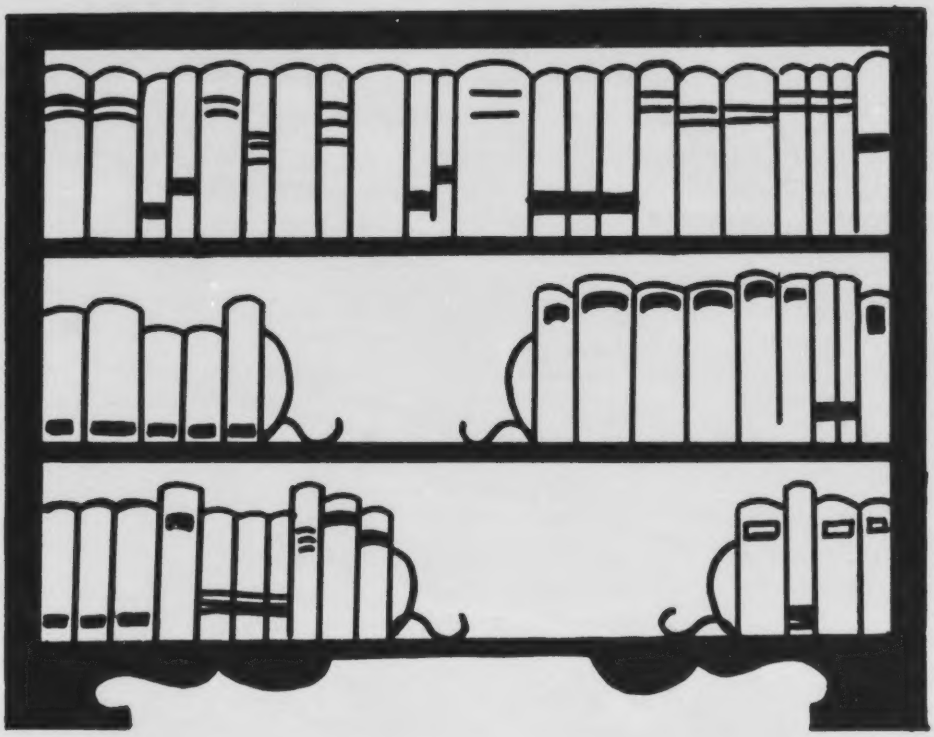
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________

To the student . . .

This packet is about the library. You will read information about the types of things a library has to lend. You will find out how to locate books and how to use reference materials.

The most important activity in this packet is a trip to the library. You will find out what kinds of services your library has to offer.

Materials needed are:
1) Phone Book
2) Local Map



PART ONE

Most towns have a public library. A library has a lot more than books in it. It also has magazines, records, newspapers, films, and pictures. Many libraries have special programs for children. For example, a library may have a story hour for pre-school children once a week. There are also special programs for adults. Such a program could be a movie or a lecture.

The library has a system or way to help people find books on different subjects. It is easy to find a book if you know the system. You will find out how to use the system later in this packet.

You do not need to know a system to find a magazine, record, picture, or film. Most libraries have a special area for magazines. Usually you will find comfortable chairs to sit in while you look through a magazine. Libraries have news magazines, sports magazines, women's magazines, and children's magazines. The magazine for the present month should be out on a rack or shelf. Other magazines are placed on the shelf by name in alphabetical order. You cannot take home a magazine for the present month, however, you can spend as much time as you like reading it in the library. Many libraries will let people take out-dated magazines home to read.

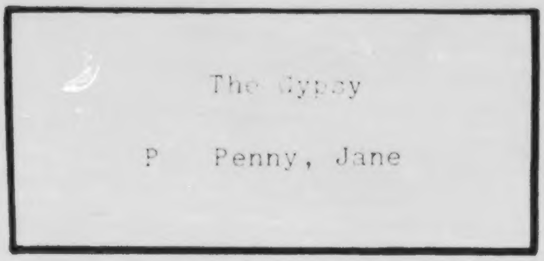
Larger libraries have records that people can borrow. These include classical, religious, rock, soul, and pop music. The records are often placed under those headings. Sometimes they are placed on an open shelf for viewing.

Some libraries have movie films and still pictures. These can also be taken home for a period of time. To find out more about these two things, you should ask the librarian.

The system for finding a book in the library is easy. You need to know how to find words in the order of the alphabet. You also need to know the numbers between 0 and 999. There are two types of books. These are **fiction** and **nonfiction.** Fiction books tell a story to entertain. They are not true. Examples of fiction are: novels, mysteries, and science fiction. Fiction books are in a section of the library by themselves. You need to know the name of the author of a fiction book. When you have this information you can use the card catalog.

The card catalog is a type of cabinet with lots of small drawers. The drawers have cards in them. There are two cards for every book in the library. One card has the title of the book on it and then the author's name. The other card has the author's name listed first. You can look for either the author or the title.

Here is an example of a card from the card catalog:



The Gypsy

P Penny, Jane

The name of the book is **The Gypsy.** The author is Jane Penny. The "F" stands for fiction. Here are the steps to follow to find this book:

1) Find the fiction section of the library. One easy way to do this is to ask a librarian.
2) The books are arranged in alphabetical order by the author's name. Find the section where the authors' names start with "P", then find Jane Penny.
3) One author may have several books in a library. Look for the title: **The Gypsy.**

Nonfiction books are books that have factual information in them. Examples of nonfiction books are: gardening, religion and geography.

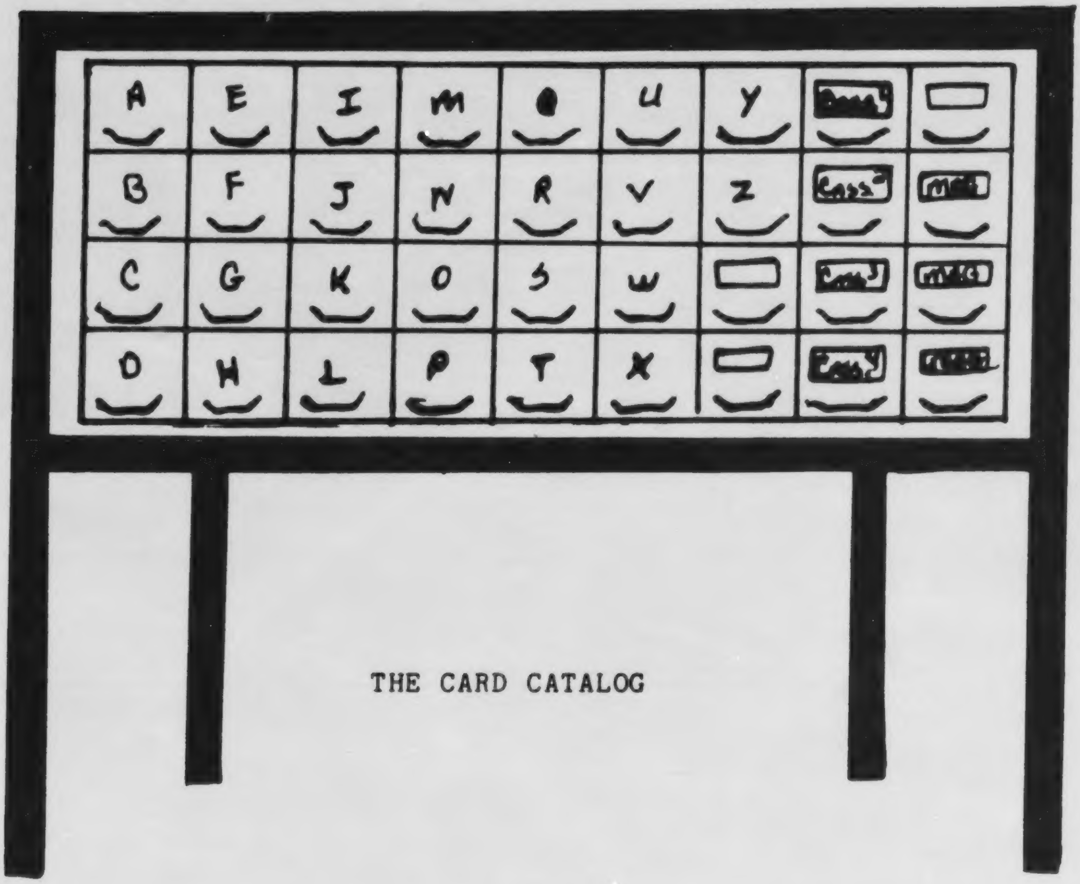
Nonfiction books are arranged by a number system. Most libraries use the Dewey Decimal System to arrange books.

The chart on the right shows how books are arranged by number. For example, if a person is looking for a book on astronomy, he/she can go to the section of the library labeled 520 and look through the books there.

000	GENERAL		
		031	Encyclopedias
100	PHILOSOPHY		
200	RELIGION		
		220	Bible
		292	Greek Myths
300	SOCIOLOGY		
		301	Democracy
		353	Government and Citizenship
		383	Stamps
		398	Fairy Tales
400	LANGUAGE		
		423	Dictionaries
500	SCIENCE		
		520	Astronomy
		537	Electricity
		580	Plants
		582	Trees
		590	Zoology
		595. 7	Insects
		598. 2	Birds
		599	Mammals
600	USEFUL ARTS		
		608	Inventions
		613	Health
		629. 1	Aviation
		636	Pets
		656	Transportation
		680	Handcrafts
700	FINE ARTS		
		750	Painting
		784	Song Books
		790	Games
		793. 11	Plays
800	LITERATURE		
900	HISTORY		
		910	Geography
		917. 3	U.S. - Travel
		920-B	Biography
		970. 1	Indians
		973	U.S. - History
		977. 2	Indiana

INDIANAPOLIS MARION COUNTY
PUBLIC LIBRARY

If the name of the book is known, it is easier to use the card catalog:


A
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X

THE CARD CATALOG

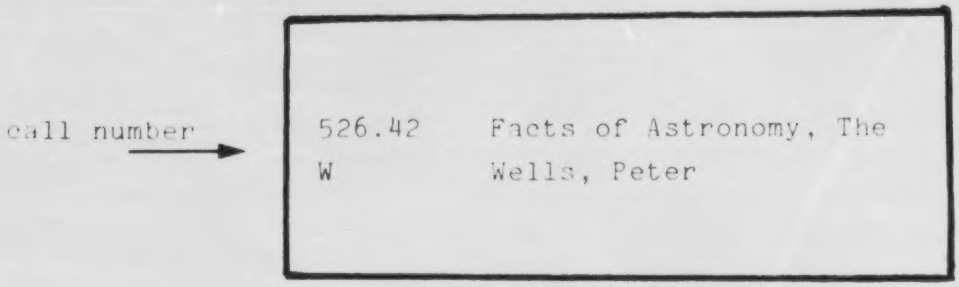
Each nonfiction book has an exact number on it. This tells where to find the book on the shelf. To find a book called **The Facts of Astronomy** by Peter Wells, follow the steps listed on the next page.

1) Look in the card catalog under either **Facts of Astronomy** or Peter Wells. Look in the "F" drawer. Small words like "the" or "a" don't count when you are looking for a title.

2) The card in the catalog will have a number in the top left hand corner. This is the call number. It tells you in what section of the library you will find the book. Copy the call number on a piece of paper.

3) Go to the 500 section. Follow the numbers to 526.42.

Sometimes you have a certain subject in mind, but no author or title. You will find subject cards in the card catalog. Suppose you want to plant a garden for the first time. You can get a book about how to do it at the library. Look in the card catalog under GARDENING. There should be several books


call number

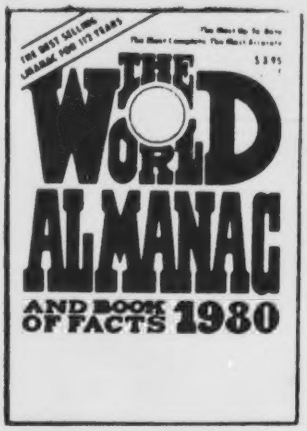
```
526.42    Facts of Astronomy, The
W         Wells, Peter
```

on the shelf. You can look through all the gardening books to find the best one for you.

You might have trouble using the card catalog or finding a book on the shelf. If you do, ask the librarian to help you. Helping people is an important part of the librarian's job, so don't be afraid to ask. Most librarians enjoy helping people.

Now let's take a look at some of the special types of books found in a library. These include the Encyclopedia, Almanac, and Atlas. They are all reference books. This means you can find specific information in them.

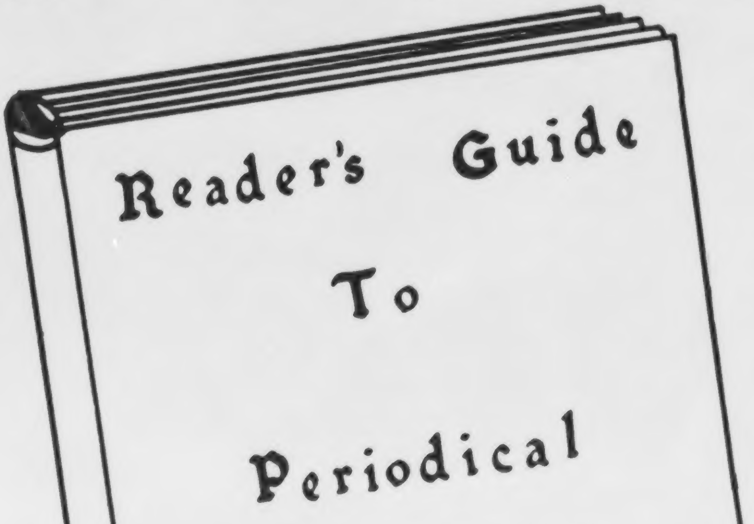
Encyclopedias are sets of books that have information on almost any subject. In the entire set, there is usually about 20 to 25 books. There are different volumes that deal with almost every subject. Information is found in alphabetical order. For example, to learn how paper is made, you would look in the "P" volume.

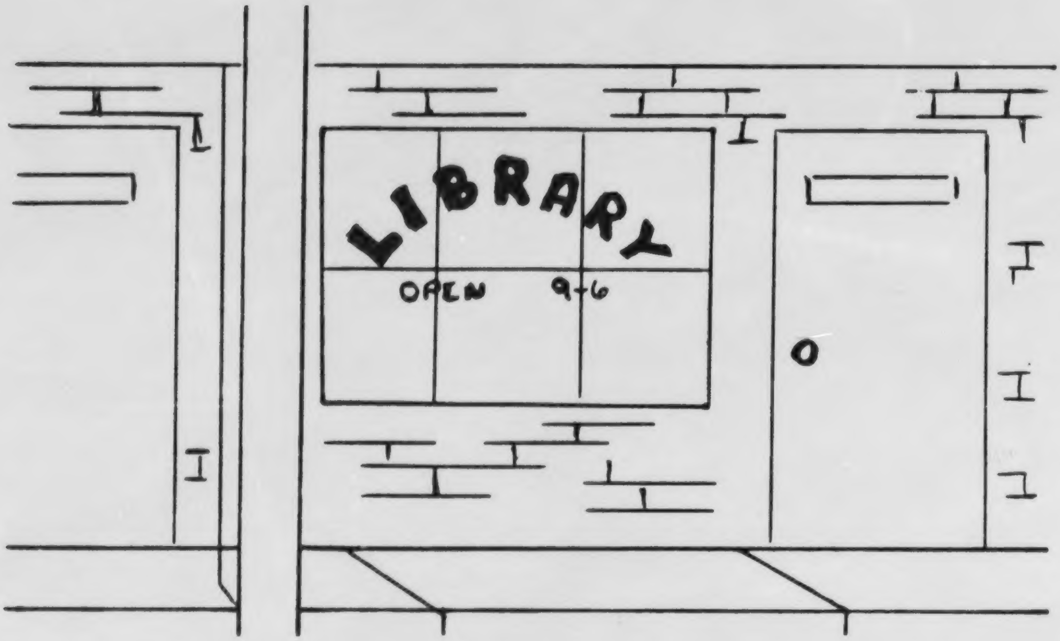


An Almanac is an information book that is printed each year. It has facts about many, many things. Some of these things are weather, history, education, sports, and religion. To get a really good idea of what is in an Almanac, you can look through one at the library.

An Atlas is a book full of maps. A World Atlas has maps in it of every country. A United States Travel Atlas has highway maps for each state. An Atlas may have climate information in it. Sometimes an Atlas shows ocean depths.

There is one other reference book that you should know about. It is called the Reader's Guide to Periodical Literature. It has information about what has been published in magazines for the past several years. To use it, you look up the subject that interests you. Subjects are listed in alphabetical order. Suppose you want to learn about solar energy. You look under the subject "solar energy" in the Reader's Guide. Under this subject you will find a list of article titles. After a title, the guide tells the name of the magazine where the article is found. It tells the date of the magazine and the page number of the article. The Reader's Guide can be confusing the first time you use it. Ask the librarian for help if there are things you do not understand.


Reader's Guide To Periodical Literature



PART TWO

Now that you have read about the library, let's plan a visit. To help plan this visit, you will need the Yellow Pages of the phone book. Look in the section under LIBRARIES.

ACTIVITY 1

1. Find the name, address, and phone number of the library nearest your home.
2. Call the library to find out the hours it is open.

Write all of this information in your Student Response Booklet.

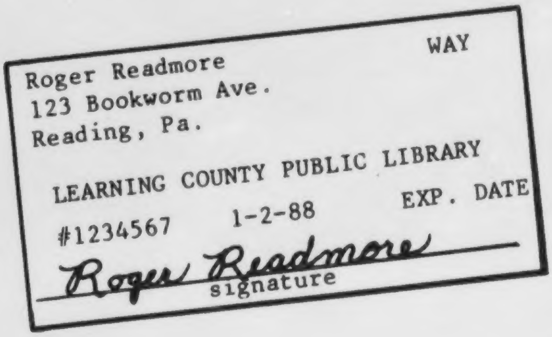
ACTIVITY 2

You will need a street map of your town or city. Find the location of the library on the map. Now draw a map or write directions for getting to the library from your center or classroom. Explain these directions to a friend or your teacher.

Now you should be ready to go to the library. Choose a time that is good for you. You will probably need to spend at least an hour at the library. Take this packet with you when you go. The rest of the activities should be done at the library.

ACTIVITY 3

If you do not have a library card, apply for one now. In most libraries the card is free. Now do the things listed on the following page. Put a ( ) in your response booklet after you finish each thing.


Roger Readmore WAY
123 Bookworm Ave.
Reading, Pa.
LEARNING COUNTY PUBLIC LIBRARY
#1234567 1-2-88 EXP. DATE
Roger Readmore
signature

CARD CATALOG: Think of a subject that is of interest to you. If you can't think of anything, use one of these: jogging, tennis, cooking, or gardening. Look in the card catalog under the subject you picked. Find the name of a book that sounds interesting. Write down the call number. Now see if you can find the book on the shelves.

REFERENCE BOOKS: Ask the librarian where the Atlas and Almanac are located. Take some time to look through them. Now find the encyclopedia section. Pick out the volume that should have information about tornadoes in it. Look up **tornadoes.** Skim the section to get an idea of how an encyclopedia article is written.

See if you can find the Reader's Guide in the reference area. If you need help, ask the librarian. Choose a topic you would like to read about in a magazine. If you can't think of a topic, use **solar energy** or **tornadoes.** Look up the subject. Find an article that sounds interesting. Remember small libraries do not always take all of the magazines found in the Reader's Guide. Ask the librarian to help you. Write the information you need to get the magazine. Different libraries have different systems for storing old magazines. So again, ask the librarian if you need help. Then get the magazine and look at the article you have chosen.

ACTIVITY 4

By now you should have a good idea about how to use the library. Before you leave, ask about the following things. Write what you find out in your Student Response Booklet.

1) What is the check-out time for a book?
2) Most libraries let you renew books. This means that you can keep the same books for more than one check-out time. Find out what rules your library has about renewing a book.
3) Often there is a fine if books are kept past the due date. You have to pay a small amount per book or group of books. Find out what the overdue fine is at your library. Fines can add up quickly. Figure out what you would have to pay if you had six books overdue for four days.
4) Sometimes a certain book you want may already be checked out. Most libraries will let you put the book on reserve. This means the library will hold the book for you when it comes back in. You will receive a phone call or postcard from the library. Then you have a few days to go to the library to pick up the book. Find out if your library reserves books. Also ask if there is a charge for this service.

STUDENT RESPONSE BOOKLET
CR-5
THE LIBRARY

Name: ____

Date: ______________________

ACTIVITY 1

Name of library: ____

Address: ____

Phone: ____________________

Library hours: ____

____

ACTIVITY 2

Directions to the library: ____

____

____

____

____

____

ACTIVITY 3

______ Used library card catalog (Call number: ____________)

______ Found book

______ Looked at atlas

______ Looked at almanac

______ Used encyclopedia

______ Used Reader's Guide to Periodical Literature

ACTIVITY 4

1) Check out time: ____

2) Renewal rules: ____

____

3) Fines: ____

Fine for 6 books overdue 4 days: ______________________________

4) Reserve books: Yes ______ No ______

Reserve Charge, if any: ______________________________

CR-6: CITIZEN COMPLAINTS
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will be able to utilize services of people and agencies in the community who are responsible for dealing with citizen complaints.

INTRODUCTION;

This packet contains information about citizen complaints. It has parts about both consumer and civil complaints. When the student has completed the packet, he/she should have a good idea of what types of things warrant a complaint and what agencies or organizations handle specific complaints.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, buddy systems, and group work.

READING LEVEL:

Some of the vocabulary may be difficult for low level readers. Once the more technical vocabulary is mastered, the Level I, Phase II reader should experience success with this packet. With teacher assistance, Level I, Phase I, should also experience success.

MATHEMATICAL SKILLS:

No special math skills are necessary to complete this packet.

PRE/POST TEST:

The pre/post test is to be administered before and after the student has completed the SAT packet. Activity One in this packet may serve as a pre/post test. The answers are found on the last page of the packet.

ADDITIONAL MATERIALS NEEDED:

Yellow Pages

Directory of Governmental Consumer Assistance Agencies in Indiana — free from Attorney General of Indiana, Consumer Protection Division, 219 State House, Indianapolis, Indiana 46204.

SKILLS OBJECTIVES

- Reading
  - Develops vocabulary
  - Obtains information
  - Makes inferences
  - Draws conclusions
- Writing
  - Makes lists
  - Writes letters
- Speaking, Listening, Viewing
  - Presents or seeks information
- Problem Solving
  - Describes the problem or situation
  - Obtains needed information
  - Examines personal values and potential conflicts
  - Examines constraints
  - Plans alternate strategies
  - Determines plan of action
- Interpersonal Relations
  - Interacts with others
  - Explains goals, ambitions, interests, preferences and needs
  - Identifies potential conflict

To the student . . .

This packet has information in it about how to complain. We all get angry about things that are unfair. Sometimes we buy something that is damaged or spoiled. It needs to be returned. This type of complaint about goods is called a consumer complaint.

There are several other types of citizen complaints. Discrimination is another reason for complaint. Discrimination may be racial, sexual, or age related. Discrimination is common in these areas: housing, employment, credit, and education.

This packet should help you become a good or effective complainer. You will learn the steps in filing a complaint. You will also find out which person or agency handles certain kinds of complaints.

There are some words that you need to know to read this packet. Look at the list below. Ask your teacher to say any of the words you do not know.

consumer	con sum er
complaint	com plaint
merchandise	mer chan dise
discrimination	dis crim in ation
defective	de fect ive
advertize	ad ver tize
deceptive act	de cept ive
warranty	war ran ty
fraud	
Attorney General	

ACTIVITY 1

Match the words with their meanings. Do this in your Student Response Booklet.

1. consumer
2. complaint
3. merchandise
4. discrimination
5. fraud
6. defective
7. advertize
8. Attorney General
9. deceptive
10. warranty

A. State lawyer
B. tells about repair on a new item
C. badly made or broken
D. way to say one does not like something
E. person who buys things
F. something that is untrue
G. things bought at a store
H. unfair treatment because of sex or color
I. a way to sell things
J. type of sale that is against the law

CONSUMER COMPLAINTS

A consumer is any person who buys something. The most common consumer complaints are faulty merchandise and bad service.

There are some steps to follow when you need to complain. Most stores and businesses are honest. They want the consumer to be happy. If something is wrong, go back to the store or business. State the problem clearly. Take what you bought. Also take your receipt or other proof of purchase. A visit works better than a phone call.

You may be treated nicely. You may get your money back or you may be able to make an exchange. However, you may run into problems. Do not take "no" for an answer. Ask to see the store manager or the business owner. Try not to get angry. Calmly explain the problem. You may still believe you have been taken or gypped. There are some other things that can be done. The Better Business Bureau or BBB helps with complaints.

BETTER BUSINESS BUREAU

Many larger cities have a Better Business Bureau. The BBB is supported by firms and businesses in a community. The BBB gives out information about businesses in the area. It also helps solve complaints. It does not take care of legal problems.

It is a good idea to call the Better Business Bureau before you deal with a company. Call and find out if the BBB has gotten complaints about the company.

If you want to file a complaint with the BBB, write it down. The BBB will get in touch with the business. Usually the complaint is solved. Sometimes a company will not cooperate. The BBB will then refer the complaint to the law.

ACTIVITY 2

There are BBB's in Indianapolis, Elkhart, Gary, South Bend, and Fort Wayne. Do this activity if you live in or near one of these cities. Look up the number and address of the Better Business Bureau.

Next look in the Yellow Pages under TV repair. This is an area where many people get bad service. Choose a store. Write or call the BBB to find out if the store has a good record.

Another place to file a consumer complaint is with the Indiana Attorney General. In 1971 the Indiana Legislature set up a new consumer agency. It is called the Consumer Protection Division. It is part of the Attorney General's office. Here are the kinds of complaints this office handles.

1. A seller cannot lie about the end result of what he/she is selling. This is a deceptive act.
   Example: Salesman sells a home study plan. He tells the student that he is sure to find a job. The student finishes the plan, but can't find a job.
2. A seller cannot say his product is a certain grade, style or model if it is not.
   Example: Seller says freezer meat is a good or prime grade. It turns out to be low grade.
   Example: A used car dealer says a car has 10,450 miles on it. He has turned the mileage reading back. The car really has 54,320 miles on it.
3. A seller cannot say something is new if it has been used.
   Example: A salesman says a sweeper is brand new. It turns out to be a floor model for the store.
4. A business cannot say or advertize a low price for a big sale if supplies are low. If the ad says supplies are limited, it is O.K. (Also, the bargain must be at all stores unless the ad tells which stores do or don't have the sale priced items.)
   Example: A chain store has an ad for a tire sale. It really has only a few tires that are on sale.

5. A company cannot tell the consumer that work needs to be done if it doesn't.
   Example: A furnace repair man says someone needs a new furnace. The person finds out the old furnace only needs a small repair.
   Example: A bug company tells a person that his home has termites. The house is really bug-free.
6. A store cannot say a price is a bargain price if it is not.
   Example: A store has a sign which says toothpaste is selling for a special sale price. The price is really the same as usual.
7. A seller may say that if you buy one thing, you will get something else free. If the price of the item is so high it covers the free thing, it is deceptive.
   Example: A store has a special on lipstick. "Buy one $6.00 lipstick and get another color free." It turns out that both lipsticks usually sell for $3.00 each.
8. A person cannot lie about with whom or for whom he works.
   Example: A TV repair store says it is an authorized dealer for RCA. It really is not authorized.
9. It is deceptive to say a product has a warranty if it doesn't. It is also deceptive to say something has a full warranty if only certain parts are replaced free.
   Example: A salesman says a dishwasher has a five year warranty. Really the only part under warranty is the motor.
10. In certain cases the seller cannot promise money back or a discount for names of friends who might buy. This can't be done if the friend has to agree to an interview or sale before the discount is given.
    Example: A siding company offers a 10% discount for the names of friends. The discount will not be paid unless a friend also buys siding.
11. A company must finish its work or deliver its product in a reasonable amount of time.
    Example: A magazine salesman says a new magazine will come in six weeks. He knows it really takes 10 weeks to get it started. This is deceptive.
12. It is deceptive to lie about what is for sale.
    Example: Someone puts an ad in the paper for pure German shepherd dogs. The dogs are really half collie.
    Example: A store ad tells about tables made of redwood. The wood is in fact stained pine.

You may have a complaint that is like one of these examples. The Attorney General's Office suggests these steps.

1. Try to settle the complaint yourself. Go back to the business where you had the problem.
2. If this doesn't work, contact one of the following places to ask for help:
   Chamber of Commerce
   Merchant's Association
   County Extension Agent
3. Finally send your complaint to the:
   Attorney General of Indiana
   Consumer Protection Division
   219 State House
   Indianapolis, Indiana

An act is not deceptive if the seller made an honest mistake. You may not be sure you have a real complaint. To find out write or call the Consumer Protection Division. It has a toll free number. This means you can call with no charge.

DIRECTORY OF GOVERNMENT CONSUMER AGENCIES

The Indiana Attorney General's office has a free pamphlet about consumer agencies.

ACTIVITY 3

Find the pamphlet called **Directory.** Look at the Index on page two of the pamphlet. It has a list of all the state offices that take complaints. Suppose you have a complaint about the way your radio was fixed. Look down the list until you find "Radio, Faulty Repair." The number (27) tells you where to find the place that takes complaints. Find number 27. It is on page 5 of the pamphlet. Now answer the following questions in your Student Response Booklet. Use the Directory.

1. What agency takes care of complaints about home movers?

   Name
   Address
   Phone

2. Suppose a plumber does some work for you. He does a bad job and won't come back to fix things. To whom should you write?

   Name
   Address

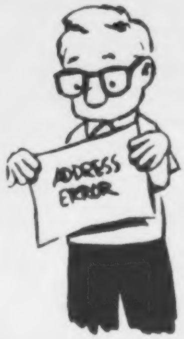
3. Name two places to contact for mail fraud.

   A.
   B.

MEDIA COMPLAINTS

Some cities have a newspaper, TV, or radio station that helps with consumer complaints. A company does not like to get a bad name. That can happen if it doesn't cooperate. Below is an example of a complaint column. It came from the Indianapolis Star.

Address Cause Of Problem



Question: Five months ago, Columbia House advertised that if you sent them $1.86 they would send you 13 free tapes or records. I sent a money order for said amount, but I have not received the merchandise. I have written them letters and sent three copies of the money order, and still I don't get any action. Any consideration that you can give me concerning this matter will be greatly appreciated.

David Bird
Indianapolis

Answer: Janice Carlin, assistant director of Operations for Columbia House, said the first tapes shipped to you were returned by postal authorities. She promised to send substitute tapes to you. We noticed that the club's records list you at an address in Franklin. This might account for the your difficulty. We suggest you write to Miss Carlin to see that the address error is corrected.

ACTIVITY 4

Suppose you sent away for a plant. You got the address from a TV ad. You sent a money order to the company. The plant was dead when it arrived. You wrote and asked for your money back. Nothing happened. Write a letter like one in the Intercom column. Explain the problem you had with the plant. The company is Plant World, Box 413, Indianapolis, Indiana.

CIVIL RIGHTS

In the U.S. everyone has equal rights. This is what the law says. However some groups face discrimination. This means they are not treated equally. Discrimination happens in these areas:

employment
housing
credit
education

The reasons for discrimination are: race, color, sex, age, or religion. Here are some examples of discrimination.

A middle aged woman cannot get a job. Several places tell her she is too old.

A black family has trouble buying a house in a white neighborhood.

A divorced woman cannot get a car loan.

There are laws against discrimination. In the area of employment there are several laws. They can be hard to understand. Usually these laws apply to companies that have over 20 employees. Complaints should be filed with the EEOC or Equal Employment Opportunities Commission. The EEOC office is in Indianapolis.

ACTIVITY 5

The EEOC has a form to fill out. Fill out the form in your Student Response Booklet. The complaint is for Mary Jones, 111 Green St., Indianapolis, Indiana 46211. She has worked for Rice Cement for 7 years. There was an opening for department head. Mary had all of the experience needed. She could also do the work. The boss gave the job to a man. He had only been there three years. The boss told Mary he wanted a man in the job. This happened on August 1, 1979. Rice Cement is located at 4523 Concrete Street, Indianapolis, Indiana 46235. It employs 150 people.

Complaints about discrimination in housing are handled by HUD or Housing and Urban Development. This office is also in Indianapolis. The address is:

HUD
151 N. Delaware
Box 7047
Indianapolis, Indiana 46207

There is an act called the Equal Credit Opportunity Act. It says that a person cannot be denied credit because of his/her race, color, religion, age, or marital status. Complaints can be filed with the:

State Civil Rights Commission
311 W. Washington
Indianapolis, Indiana 46204

Other groups that help with discrimination complaints include NAACP and NOW. NAACP stands for National Association for the Advancement of Colored People. It handles problems people have because of their race, color, or the country in which they were born.

NOW stands for National Organization of Women. It helps with complaints women have because of their sex or age.

CIVIL RIGHTS

If you have a serious complaint, you may need a lawyer. Maybe you cannot afford one. Most cities have some free legal help. To find out, look in the Yellow Pages under Attorneys. Attorney is another name for lawyer. Look under Legal Aid Society or Legal Services Organization.

ACTIVITY 6

Find the name, address, and phone number of a free legal service. If you live in a small town, you may need the phone book of the nearest city. Write your answer in the Student Response Booklet.

ANSWERS TO ACTIVITY 1

1. E
2. D
3. G
4. H
5. J
6. C
7. I
8. A
9. F
10. B

STUDENT RESPONSE BOOKLET

COMMUNITY RESOURCES - 6
CITIZEN COMPLAINTS

NAME ____

ADDRESS ____

ACTIVITY 1

Write the letter of the correct answer.

1. consumer ______
2. complaint ______
3. merchandise ______
4. discrimination ______
5. fraud ______
6. defective ______
7. advertize ______
8. Attorney General ______
9. deceptive ______
10. warranty ______

ACTIVITY 2

BBB Phone number ______________________________

Address ______________________________

____

ACTIVITY 3

1. Agency name ______________________________

Address ______________________________

____

Phone ______________________________

2. Write to:

Name ______________________________

Address ______________________________

____

3. Contact for mail fraud

A.

B.

ACTIVITY 4

Write your letter in the space below.

ACTIVITY 5

CHARGE OF DISCRIMINATION

(If you have a complaint, fill in this form and mail it to the Equal Employment Opportunity Commission's Regional Office in your area. In most cases, a charge must be filed with the EEOC within a specified time after the discriminatory act took place. IT IS THEREFORE IMPORTANT TO FILE YOUR CHARGE AS SOON AS POSSIBLE.

This form is to be used only to file a charge of discrimination based on RACE, COLOR, RELIGION, SEX, or NATIONAL ORIGIN.

Case File No. ______________________

(PLEASE PRINT OR TYPE)

---

1 Your Name (Mr., Mrs., Miss) ______________________
indicate

Phone Number ______________________

City ______________ State ______________ Zip Code ______________

---

2 WAS THE DISCRIMINATION BECAUSE OF: (Please check one)

Race or color ____ Religious Creed ____ National Origin ____ Sex ____

---

3 Who discriminated against you? Give the name and address of the employer, labor organization, employment agency and/or apprenticeship committee. If more than one, list all.

Name ______________________

Street Address ______________________

City ______________ State ______________ Zip Code ______________

AND (other parties if any) ______________________

____

____

---

4 Have you filed this charge with a state or local government agency?

Yes ____ WHEN ______________________ No ____
MONTH DAY YEAR

---

5 If your charge is against a company or a union, how many employees or members?

Under 25 ______ Over 25 ______

---

6 The most recent date on which this discrimination took place:

Month ______________ Day ______________ Year ______________

---

7 Explain what unfair thing was done to you. How were other persons treated differently? (Use extra sheet if necessary.)

____

____

____

8 I swear or affirm that I have read the above charge and that it is true to the best of my knowledge, information and belief.

Date ____________ ______________________________

(Sign your name)

Subscribed and sworn to before me this __________ day of ______________ 19____

______________________ ______________________

(Name) (Title)

If it is difficult for you to get a Notary Public to sign this, sign your own name and mail to the Regional Office. The Commission will help you to get the form sworn to.

FORM APP: BUR. OF BUDGET - No. 124 - R0001 FORM EEOC - 5 (Rev. 7-68)

ACTIVITY 6

Free Legal Service

NAME ______________________________

ADDRESS ______________________________

____

PHONE ____________________

CR-7: SIGNS RELATED TO TRANSPORTATION
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:
Upon completion of the SAT Packet, the adult learner will be able to utilize signs related to transportation.

INTRODUCTION:
This packet is designed to help the student work independently. If the student experiences difficulties, he/she is instructed to seek help from the teacher.

Interaction with the teacher and others is encouraged as an important method of learning. While the student proceeds at an independent rate, he/she does not work and learn in isolation.

There are opportunities in this packet for the student to make use of the Indiana Driver's Manual. Learning to read supplemental materials is an important approach to developing and using other skills.

ADAPTABILITY:
This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, group work.

READING LEVEL:
The student should experience success with this packet if he/she reads at level one. It is hoped that the use of pictures and other techniques makes this possible.

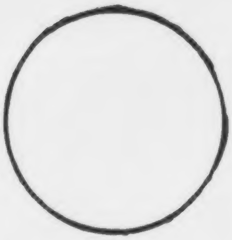
MATH:
No specific math skills are required in this packet.

PRE/POST TESTS:
The tests are to be administered before and after the student has completed the SAT Packet. The tests are designed to be used as a written assessment when possible.

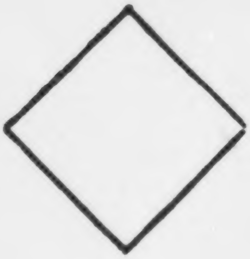
SKILLS OBJECTIVES:
- READING
  - Develops Vocabulary
  - Obtains Information
  - Follows Directions
  - Identifies Symbols
- WRITING
  - Makes Notes
  - Writes Directions
  - Lists Sequential Steps
- SPEAKING, LISTENING AND VIEWING
  - Organizes Information
  - Interprets Ideas

PRE/POST TEST A

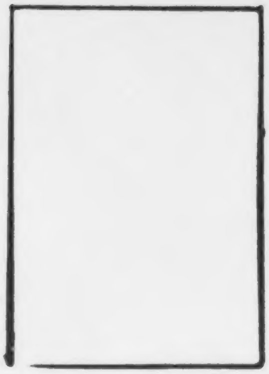
Identify these signs by their shape. Write the meaning for each sign in your Student Response Booklet.



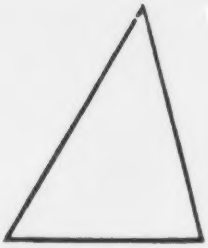
1



2



3



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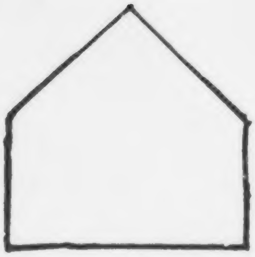

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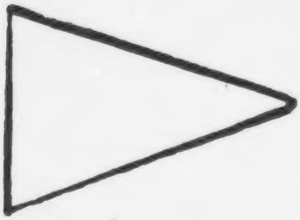

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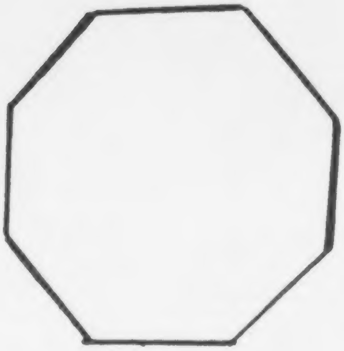
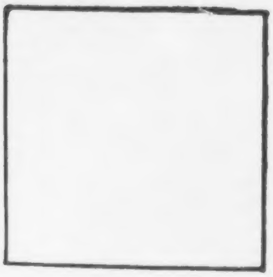


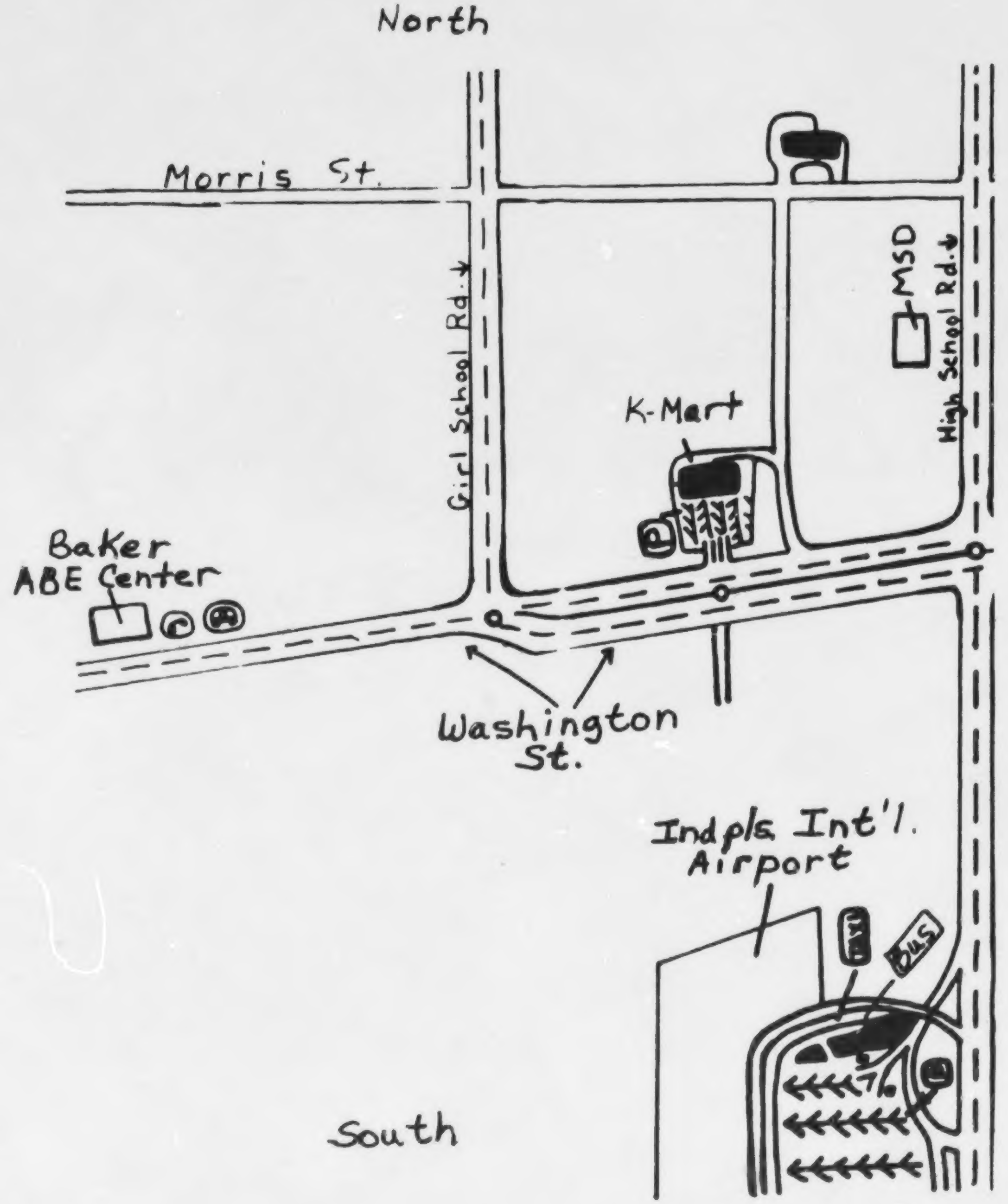
7



8

PRE/POST TEST B

Look at the map on this page. Find the airport and the Baker Adult Basic Education Center. Suppose you wanted to take a cab from the airport to the Center. Write down the directions you would give the cab driver. Write your answer in the Student Response Booklet.



North
Morris St.
Girl School Rd.
MSD
High School Rd.
K-Mart
Baker
ABE Center
Washington
St.
Indpls. Int'l.
Airport
BUS
South

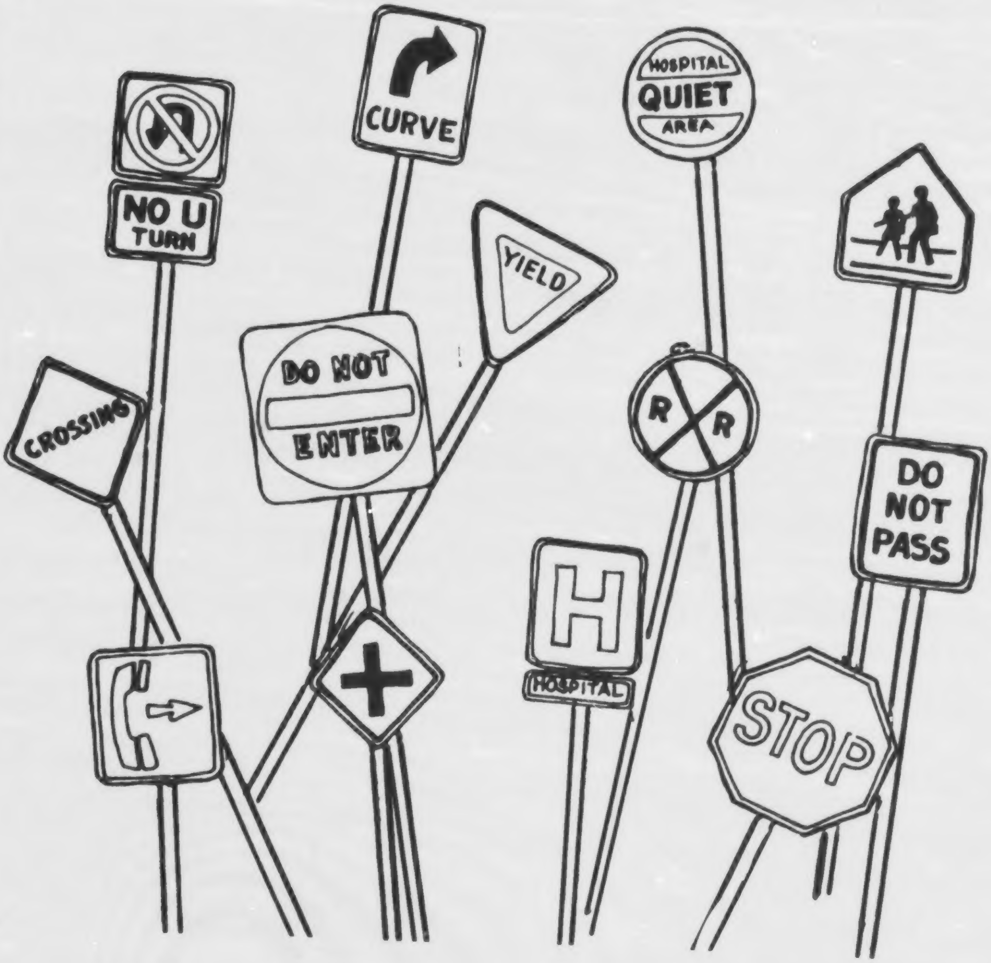
To the student . . .

When you have completed this SAT Packet, you should be able to recognize and use signs that have to do with transportation needs. In the United States today, we all must use some kind of transportation to go to work or take care of personal needs.

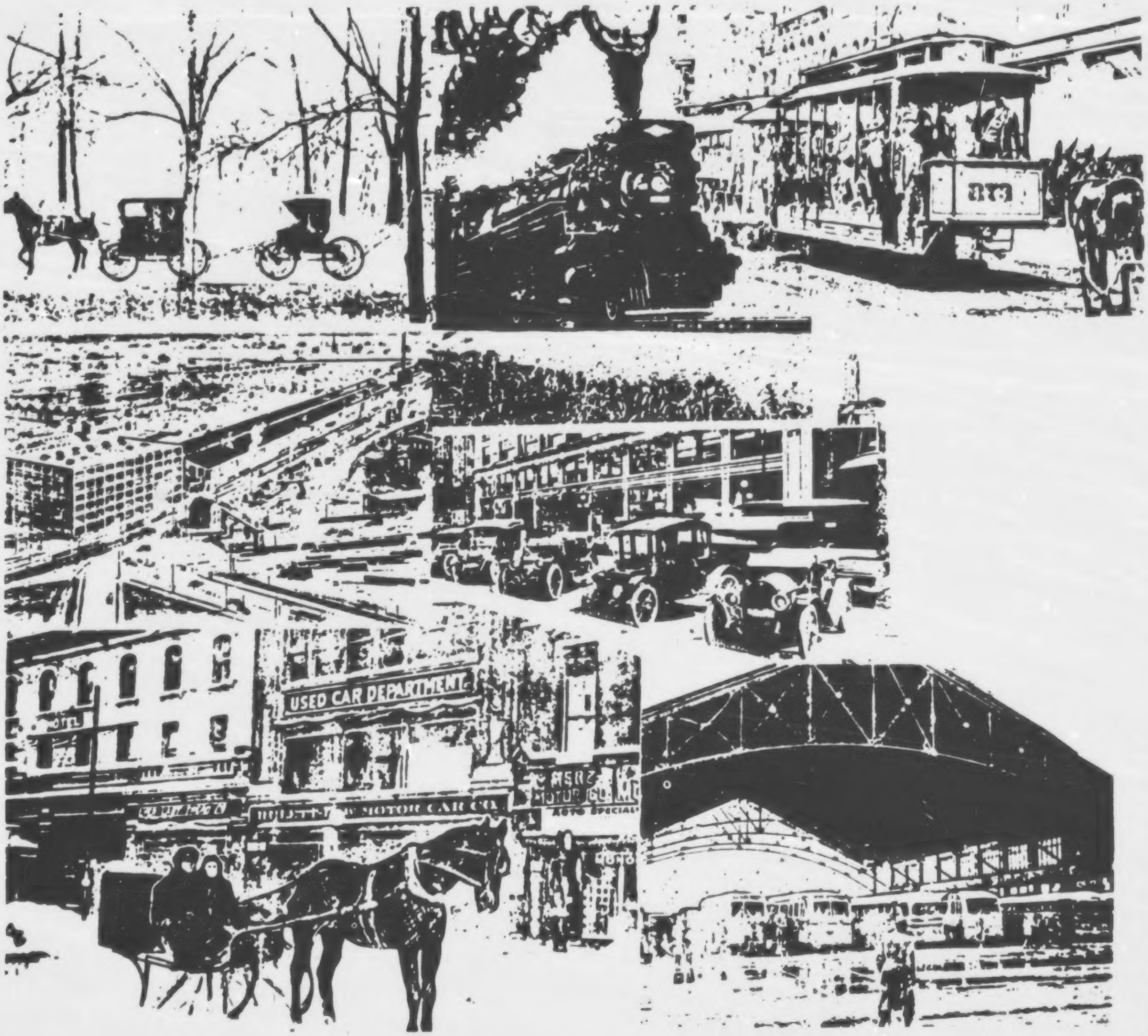
In this packet, you will read signs, write directions using these signs. You will also discuss signs and directions related to transportation needs.

The three kinds of signs that you wil read and study about are:

- Information Signs
- Safety Signs
- Safety Signals

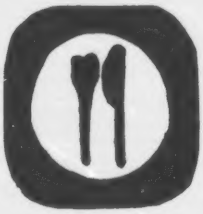

NO U TURN
CURVE
HOSPITAL QUIET AREA
YIELD
CROSSING
DO NOT ENTER
R R
DO NOT PASS
H
HOSPITAL
STOP

What will life be like in the year 2000? We hear much today about improving life and work. 75 years ago life was much different. People traveled by horse and buggy. They used the train to go long distances. Cars were not used very often. When Henry Ford began making his first car in 1895, little did we know how it would affect our lives.

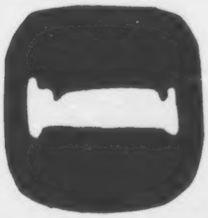

873
HOTEL
USED CAR DEPARTMENT
MOTOR CAR CO.
MOTOR CO.
AUTO SPECIAL

INFORMATION SIGNS

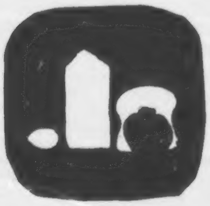
No matter how we travel we must know how to read signs. If we go by car, by bus, by train or plane, the signs tell what to do. These signs are called INFORMATION SIGNS. They tell what we need to know when we travel. They give information in a few words. Read the signs and know what they mean. Ask your teacher if you need help with these.



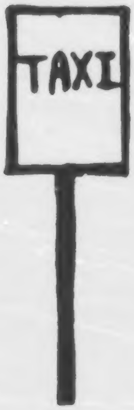
Food Service



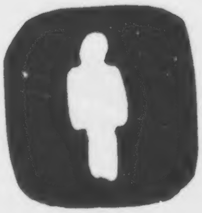
Lodging



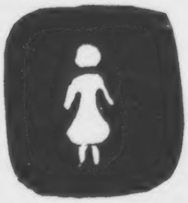
Grocery Store



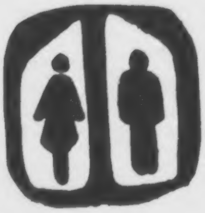
Taxi



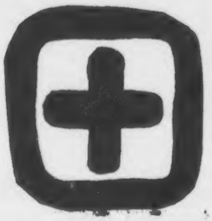
Men's Restroom



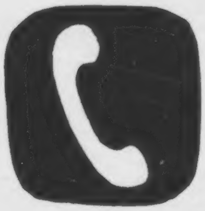
Women's Restroom



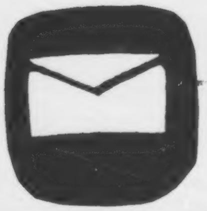
Restrooms



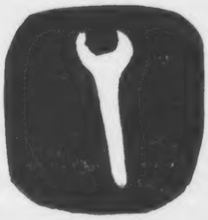
First Aid



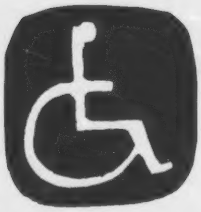
Telephone



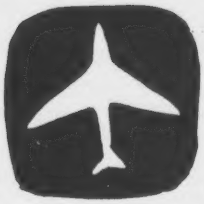
Post Office



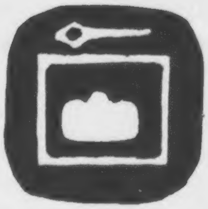
Mechanic



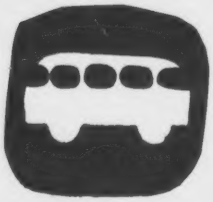
Handicapped



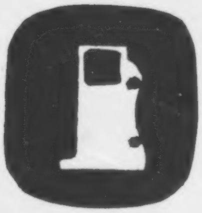
Airport



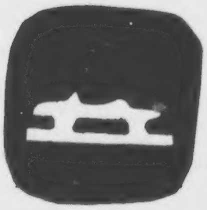
Lockers



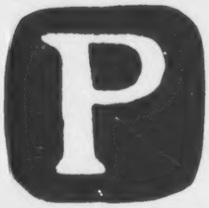
Bus Stop



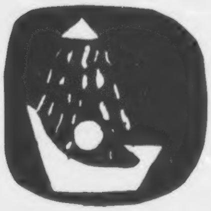
Gas Station



Vehicle Ferry



Parking

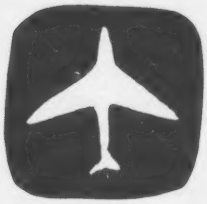


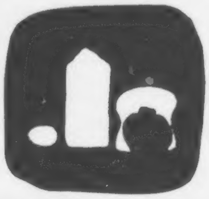
Showers

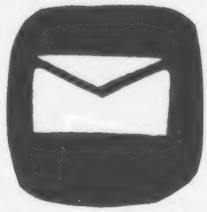
After you have read about the information signs, look at them again. Could you tell what they meant if you saw them on the highway?

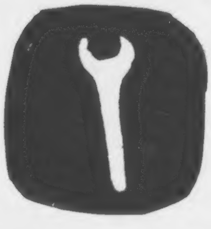
ACTIVITY 1

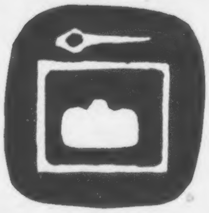
Identify the signs below. Write your answers in the Student Response Booklet.

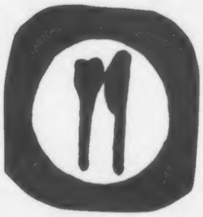












At your service all day, every day

METRO

"If gasoline prices are ready to push you off the road, it's time you got on board Metro. With 30 regular routes and a wide variety of services, we can take you almost anytime of day. We'll take you in comfort. Take you on time. And we'll take you for a fraction of what it costs to drive your car. Metro. It's a transportation system designed for today's urban transit needs . . . a system that's at your service every day of the year."

ACTIVITY 2

Answer the questions. Write your answers in the Student Response Booklet.

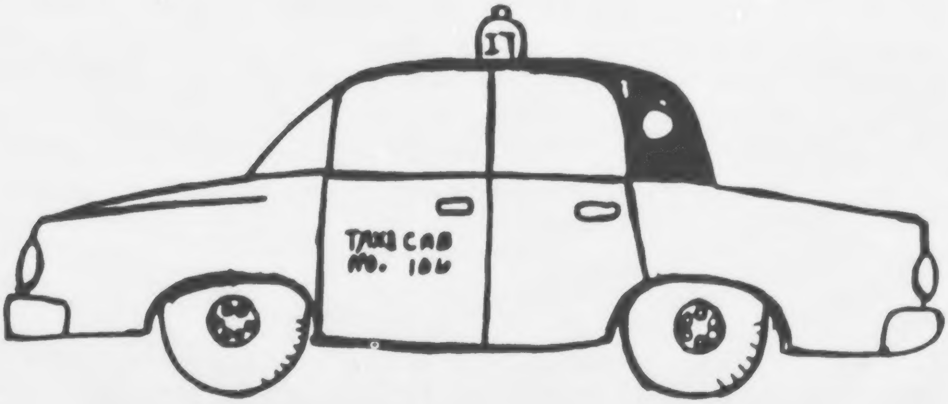
1. What kind of transportation is this?
2. Where would you catch a ride on this system?
3. Draw the sign that tells you where to get on.
4. Find out the best transportation in your area.
5. Write the telephone number in your booklet.

If you are at the airport or bus station and need a way home, you can call a taxi. You may need a ride to the shopping center. You may want to travel only a short distance. It costs to ride a taxi. The amount you pay the driver depends on the distance he takes you. But it still is an important means of transportation. You will need to know the signs that tell you where to get a taxi.

ACTIVITY 3

Answer these questions.
Write your answers in the Student Response Booklet.

1. What is another name for "taxi?"
2. Draw the sign that tells where you can catch a taxi.
3. Who owns the taxi?



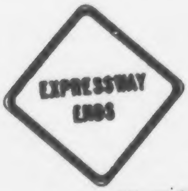
SAFETY SIGNS

Safety signs help to keep us free from harm. If we do as the safety signs tell us, we will be able to travel and avoid accidents. If we are driving, riding, or walking we should know how to read the signs.

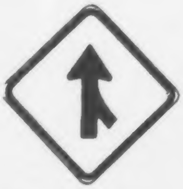
Many of our roads are unsafe. The surface of the road has holes or bumps. The signs tell us about these conditions. Watch for them. Sometimes the shoulders are soft. Watch for this sign. Railroad accidents happen often. Learn to watch for the railroad sign. Roads and highways are a major link in our nation's transportation network. We have much riding and driving on them. We can make them more safe if we learn to read the signs.

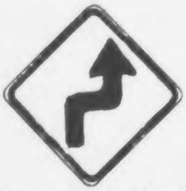
ACTIVITY 4

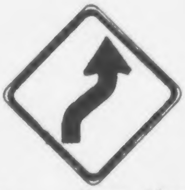
Look at these signs. Ask your teacher for a copy of the Indiana Driver's Manual. Find the pages that tell about these signs. Write the page number in the Student Response Booklet.

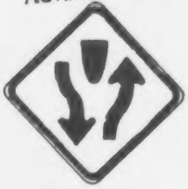


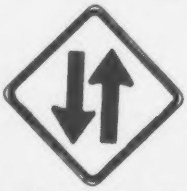
Advance Warning.

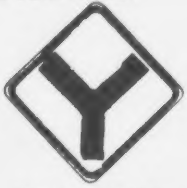

Merging Traffic.

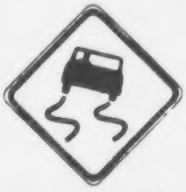

Reverse Turn Ahead.

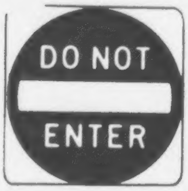

Reverse Curve Ahead.

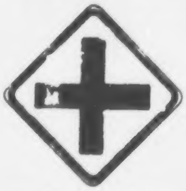

Two-Way
Road to Divided Highway

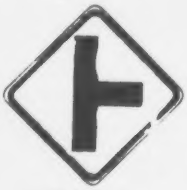

Two-Way Traffic Ahead.

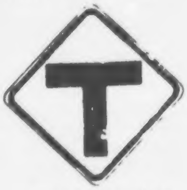

"Y" Intersection.

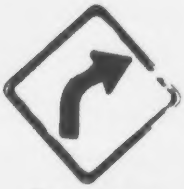

Slippery When Wet

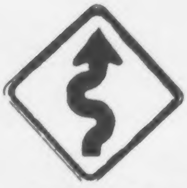


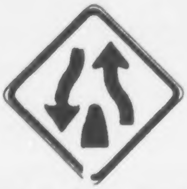

Crossroad.

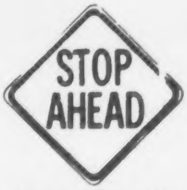

Side Road.


"T" Intersection.

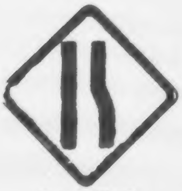

Curve Ahead.

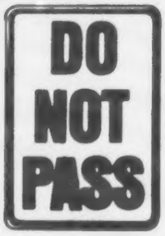

Winding Road.

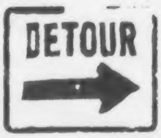

Divided Highway Ends

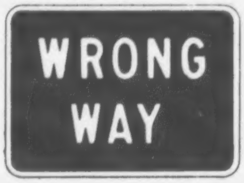


Advance Warning.


Lane Ends.

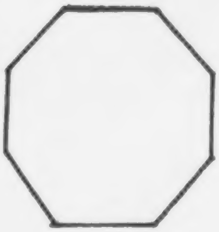




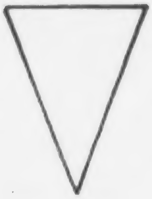


TRAFFIC SIGNS AND SIGNALS

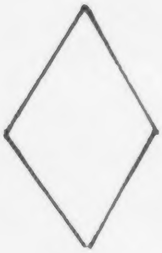
Traffic signs give information. Some warn you of danger. Some give you a command. All help prevent accidents. Look at the signs on this page. Know what each sign means. Ask your teacher for a copy of the Indiana Driver's Manual. Find the pages that tell about these traffic signs and signals.



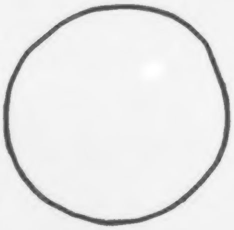
It means that you must stop. A stop sign has 8 sides.



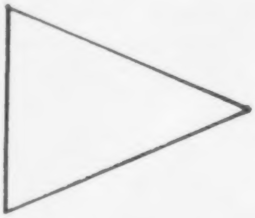
Yield means slow down or stop. It tells the driver to give any car or person the right-of-way. This is a triangular sign and is also a stop sign. It has 3 sides.



Diamond sign means caution or slow down. It is a warning sign of danger ahead. It has 4 sides.

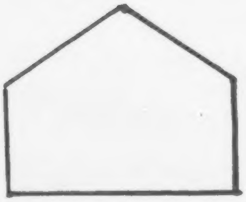


Round signs mean Railroad Crossing. You should slow down and look both ways to see if a train is coming.



The pennant shaped sign means NO-PASSING ZONE. You must not pass another car in this zone. It has 3 sides.

Rectangle signs show traffic regulations and information. It has 4 sides.



School sign means that you are entering a school area. Slow down. This sign has 5 sides.

ACTIVITY 5

You have just learned that the road signs have different shapes. Draw the shapes of these signs. Do this in the Student Response Booklet.

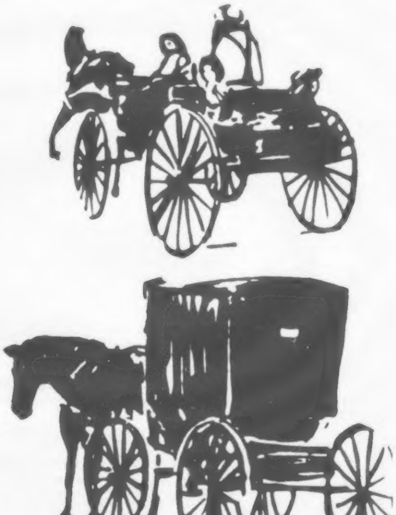
1. No Passing Zone
2. Warning
3. Railroad Crossing
4. Stop
5. Yield
6. School Zone
7. Information

There is another important sign that you should read about. Look in the INDEX of the Indiana Driver's Manual. Find the page that tells about the SMV emblem.

ACTIVITY 6

Write the answers to these questions in your Student Response Booklet.

1. What page in the Indiana Driver's Manual did you find information about the emblem?
2. What do the letters SMV stand for?
3. Name two vehicles that should have this sign on them.
4. List two reasons why they should have the emblem.
5. What are the colors of the emblem?



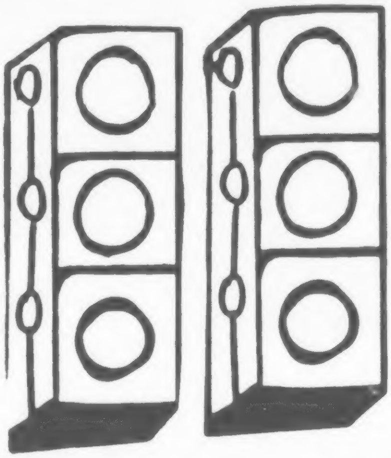
Drawings By [illegible] Artist John [illegible]

Look at the picture of this traffic signal. Do you need to know it when you are walking as well as driving? Yes, it is one of the most important signals. When you are going to another city, watch to see if they are like the signals in your city or town. The red light will always be at the top. The yellow in the middle. The green light on the bottom. When the light is **red,** you must **stop.** When the light is **yellow,** or amber, you must **wait.** When the light is **green,** you **walk.**

ACTIVITY 7

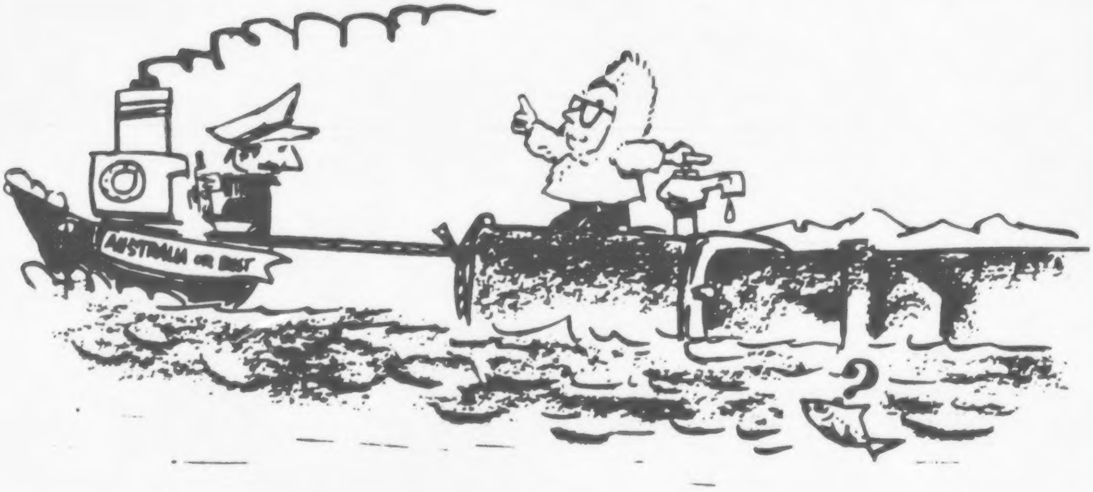
Find the pages in the Indiana Driver's Manual that tells about these signs. Write the page number in the Student Response Booklet. Then write these vocabulary words in the Student Response Booklet.

Go	Stop
Walk	Wait
red	green
yellow	amber



READING AND FOLLOWING DIRECTIONS

Things can go wrong when you can't read directions. It is also important to be able to give directions. Then you must be able to follow directions. And if you have trouble with any of these, someone else might have problems. Sometimes pictures are used to give simple directions. The pictures stand for certain words, or ideas. Simple directions are easier to read, to give, and to follow. Directions that tell more than one thing are often given in a certain order. In other words, there are certain steps to follow in a certain



order. You can easily get lost if the directions are not given in that order. You can get lost if they are not followed in the right order. So a good idea is to follow all of the directions in the order they are given.

Good directions should not be too long. They should not be too short. Use only the important steps when giving or reading directions. Could you find your way with the kind of directions being given here?

(picture of boat with 2 figures)

REMEMBER: Good Directions should:

a. not be too long
b. not be too short
c. tell only the important steps
d. tell the steps in the right order

ACTIVITY 8

You have arrived at the Indianapolis Airport. You are going to the City County Building in Indianapolis. You must first decide how you will travel. Will it be by bus? Will it be by taxi? Will it be by automobile?

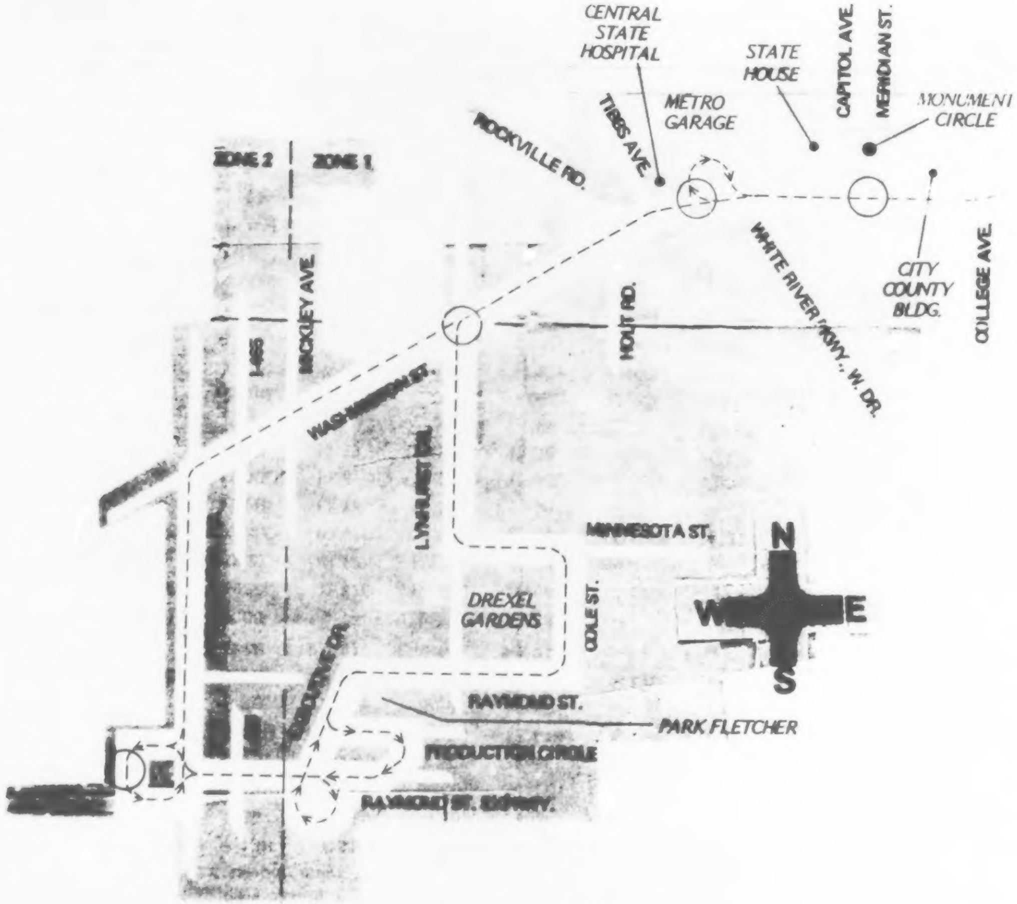
Use the map, decide and write the directions in the Student Response Booklet.

If you can write good directions, you must also be able to tell or give oral directions. The rules are the same as for writing directions.

Remember that good directions should not be too long or too short. All important items should be included. No steps should be missing. The steps should be in the right order.

ACTIVITY 9

Choose your method of transportation. Work with your teacher on this activity. Tell her how you would get from your home to the Adult Basic Education Center. If you still need practice in giving oral directions, ask your teacher for additional help.


CENTRAL STATE HOSPITAL
STATE HOUSE
CAPITOL AVE.
MERIDIAN ST.
MONUMENT CIRCLE
METRO GARAGE
TIBBS AVE.
ROCKVILLE RD.
ZONE 2
ZONE 1
BICKLEY AVE.
I-465
WASHINGTON ST.
HOLT RD.
WHITE RIVER PKWY., W. DR.
CITY COUNTY BLDG.
COLLEGE AVE.
LYNHURST DR.
MINNESOTA ST.
DREXEL GARDENS
COLE ST.
N
W
E
S
RAYMOND ST.
PARK FLETCHER
PRODUCTION CIRCLE
RAYMOND ST. EXPWY.

STUDENT RESPONSE BOOKLET
CR-7: SIGNS RELATED TO TRANSPORTATION

Name ____

Date ____

PRE/POST TEST - Part A

Write the correct meaning for each sign.

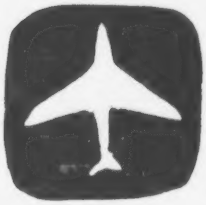
1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

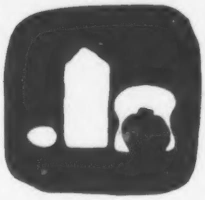
PRE/POST TEST - Part B

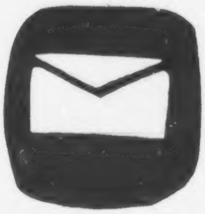
Write your directions here.

ACTIVITY 1

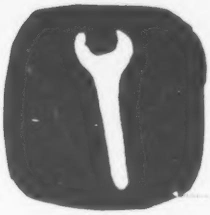
Identify the signs below:

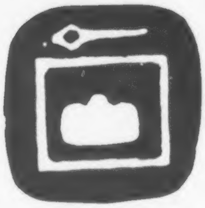


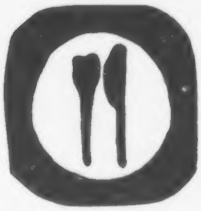




1. ______________ 2. ______________ 3. ______________







4. ______________ 5. ______________ 6. ______________

ACTIVITY 2

1. What kind of transportation is this?

____

2. Where would you catch a ride on this system?

____

3. Draw the sign that tells you where to get on.

4. Find out the best transportation in your area.

____

5. Write the telephone number in your booklet.

____

ACTIVITY 3

1. What is another name for "taxi"? ______________
2. Draw the sign that tells where you can catch a taxi.

3. Who owns the taxi? ______________

____

ACTIVITY 4

The pages that tell about these safety signs are:

____

____

____

ACTIVITY 5

1. No Passing Zone
2. Warning
3. Railroad Crossing
4. Stop
5. Yield
6. School Zone
7. Information

ACTIVITY 6

1. I found the information about the SMV emblem on page __________ .
2. The letters SMV stand for ______________________________
3. Two vehicles that should have this sign on them are:
   ______________________________ and ______________________________
4. Two reasons why they should have the emblem are:
   ______________________________ and ______________________________
5. The colors of the emblem are ______________________________
   ____

ACTIVITY 7

1. The pages in the Indiana Driver's Manual that tell about these signs are __________ .
2. The vocabulary words are:
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________
   e. ______________________________
   f. ______________________________
   g. ______________________________
   h. ______________________________

ACTIVITY 8

I will travel by ____________________ . My directions from the Indianapolis Airport to the City County Building in Indianapolis are:

____

____

____

ACTIVITY 9

After you have chosen your method of transportation, explain orally to your teacher how you would get from your home to the Adult Basic Education Center.

TRANSPORTATION FACILITIES, CR-8: TRAVEL SCHEDULES AND FARES TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will be able to locate and utilize transportation facilities.

INTRODUCTION:

This packet should aid the adult student in the use of transportation facilities. It covers airline and bus travel for the most part. There is emphasis in this packet on developing reading, problem solving, and interpersonal relations skills.

There is a section which tells the student to look through travel brochures put out by travel agencies. These are usually easy to obtain from a local travel agency.

The student needs a telephone book. There are several activities which involve telephoning.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, buddy system, and group work.

READING LEVEL:

The student should experience success with this packet if he reads at Level I, Phase II.

MATHEMATICAL SKILLS:

A basic knowledge of whole numbers will help the student in this packet.

PRE/POST TEST:

There is no formal pre/post test. Student interest should be a major factor for placement in this packet. You may wish to test the student informally. Use the bus schedule on the first page of the packet text.

SKILLS OBJECTIVES

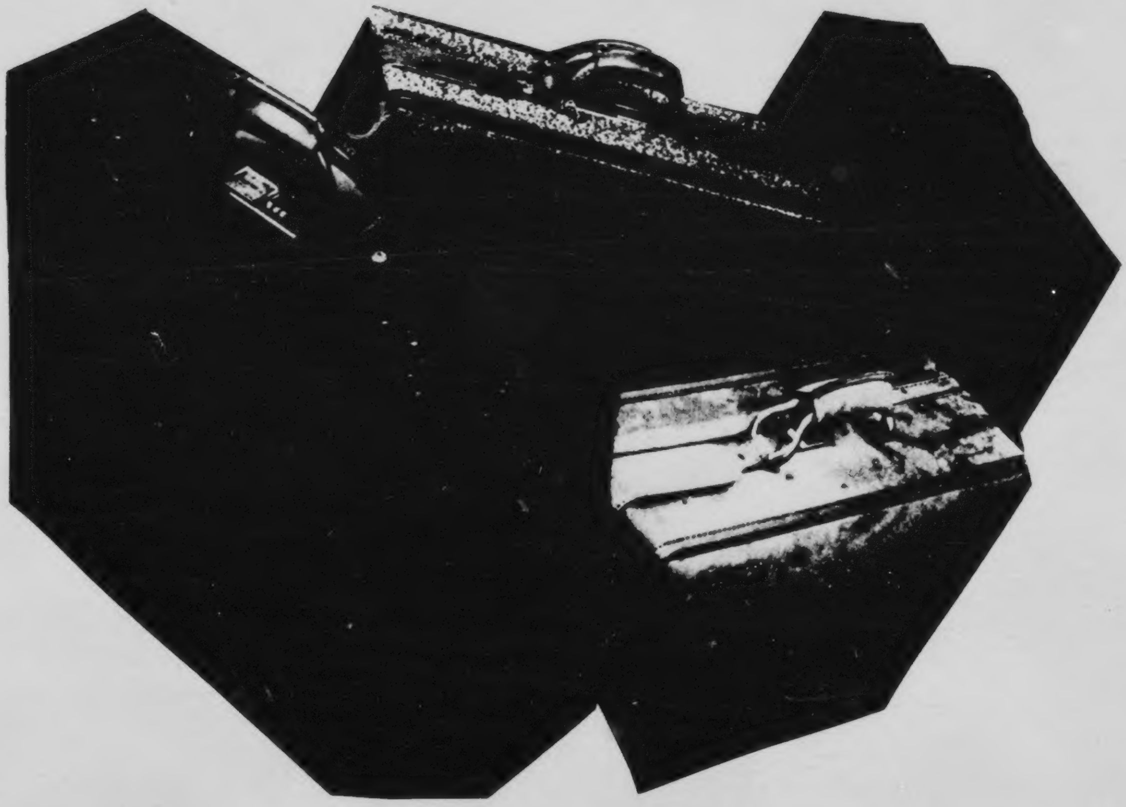
- Reading
  - Develops vocabulary
  - Obtains information
  - Draws conclusions
  - Generalizes to similar situations
  - Derives personal relevance
- Writing
  - Makes notes
  - Fills out forms
- Speaking, Listening, Viewing
  - Presents information
  - Describes personal view
  - Seeks information
- Problem Solving
  - Defines the situation
  - Obtains the needed information
  - Examines constraints
  - Plans alternatives
  - Selects the best alternative
- Interpersonal Relations
  - Interacts with others
  - Explains his preferences and needs to others
  - Identifies potential conflicts
- Computation
  - Adds
  - Subtracts
  - Multiplies
  - Figures decimals
  - Figures percentages

To the student . . .

This packet includes information about travel. You will find out how to read bus and airplane schedules. You will make phone calls to get ticket information. You will learn about baggage and reservations. When you finish this packet you will know a lot about travel arrangements. You may even want to plan a trip.

There are several ways to travel. These include car travel, bus travel, air travel, train travel, and boat travel. We will look at bus travel and air travel for the most part.

There is another packet on car travel. Boat travel is not common in the Midwest. We will look briefly at train travel.



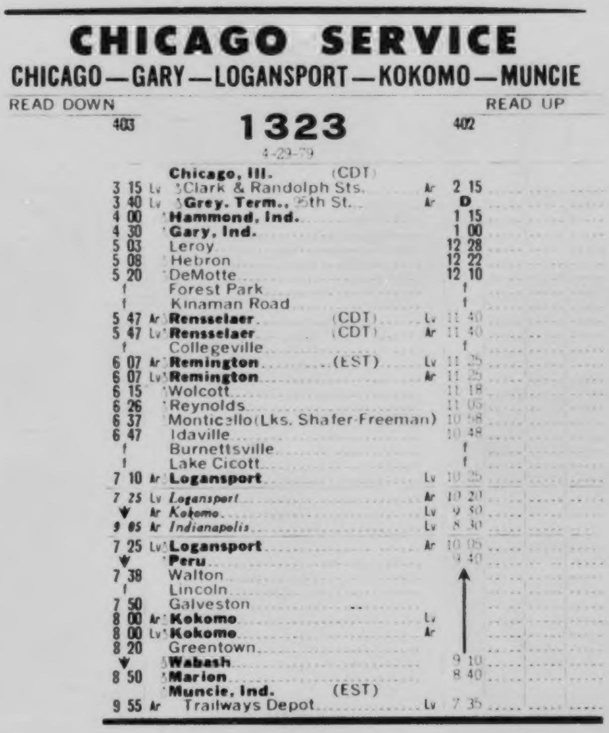
TRAVEL BY BUS

Bus travel is usually the cheapest way to travel a long distance. The easiest way to find out times and costs of bus travel is to call the bus station or bus company. Often the phones are busy. You may be put on a holding system. If there is no holding system, you may have to call back several times. When you get to talk to someone you should be ready to give the following information:

DESTINATION . . . or where you are going
DAY . . . of the week when you want to go
DAY . . . when you want to return
BE SURE TO ASK THE TICKET PRICE.

A bus timetable looks hard to read. It really isn't hard if you know a little about it. Look at the timetable on the right. This bus runs between Chicago and Muncie. The column on the left says "read down." This shows times as the bus travels from Chicago to Muncie. The column on the right says "read up." This shows the times as the bus travels from Muncie to Chicago.

Let's start at the top of the timetable and read down. The bus leaves Chicago at 3:15. It leaves the station at Clark and Randolph streets. Look only in the left hand column to find times for this bus. Read down to DeMotte. The bus arrives in this town at 5:20. There is an "f" by Forest Park. Also, you may wonder what 8 means. To find out, look below at the chart. It explains the pictures and letters.



CHICAGO SERVICE

CHICAGO—GARY—LOGANSPORT—KOKOMO—MUNCIE

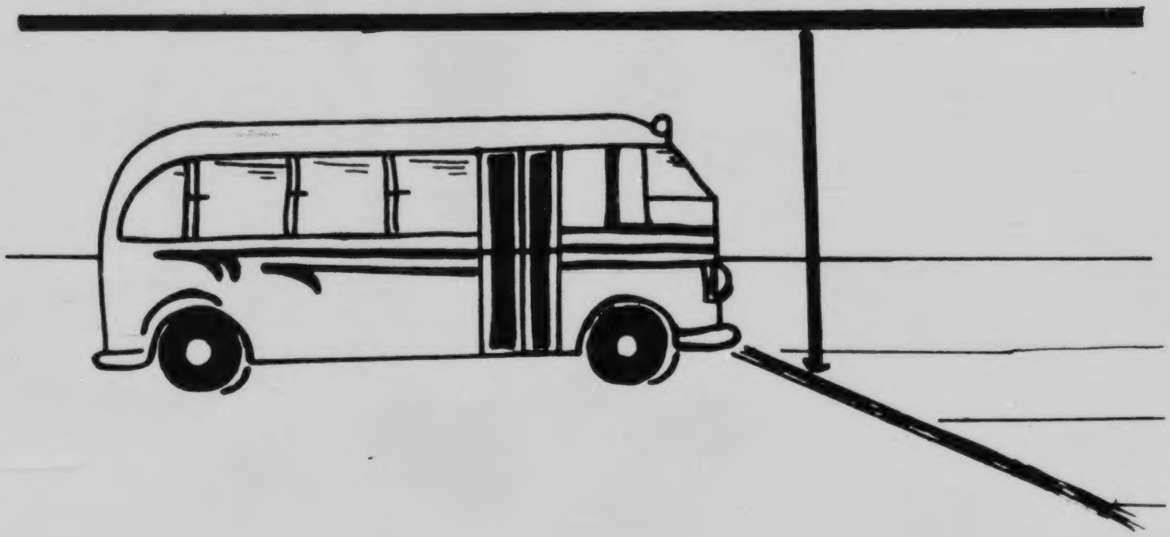
READ DOWN | READ UP

1323

4-29-79

403					402
		Chicago, Ill.	(CDT)		
3 15	Lv	Clark & Randolph Sts.		Ar	2 15
3 40	Lv	**Grey. Term.,** 95th St.		Ar	D
4 00		**Hammond, Ind.**			1 15
4 30		**Gary, Ind.**			1 00
5 03		Leroy			12 28
5 08		Hebron			12 22
5 20		DeMotte			12 10
f		Forest Park			f
f		Kinaman Road			f
5 47	Ar	**Rensselaer**	(CDT)	Lv	11 40
5 47	Lv	**Rensselaer**	(CDT)	Ar	11 40
f		Collegeville			f
6 07	Ar	**Remington**	(EST)	Lv	11 25
6 07	Lv	**Remington**		Ar	11 25
6 15		Wolcott			11 18
6 26		Reynolds			11 05
6 37		Monticello (Lks. Shafer-Freeman)			10 58
6 47		Idaville			10 48
f		Burnettsville			f
f		Lake Cicott			f
7 10	Ar	**Logansport**		Lv	10 25
7 25	Lv	*Logansport*		Ar	10 20
↓	Ar	*Kokomo*		Lv	9 50
9 05	Ar	*Indianapolis*		Lv	8 30
7 25	Lv	**Logansport**		Ar	10 05
↓		**Peru**			9 40
7 38		Walton			↑
f		Lincoln			
7 50		Galveston			
8 00	Ar	**Kokomo**		Lv	
8 00	Lv	**Kokomo**		Ar	
8 20		Greentown			
↓		**Wabash**			9 10
8 50		**Marion**			8 40
		Muncie, Ind.	(EST)		
9 55	Ar	Trailways Depot		Lv	7 35

SYMBOL	MEANING
Lv	Leaves
Ar	Arrives
CDT	Central Daylight Time
EST	Eastern Standard Time
f	Flag stop
D	Stops to discharge passengers only
Dly	Operates Daily
TuW	Tuesday & Wednesday only
WD	Weekdays (Mon. thru Fri.)
ExSu	Daily except Sunday
ABC	A.B.C. Coach Lines
GL	Greyhound Lines, Inc.
IMB	Indiana Motor Bus Co.
8	Agency station to which baggage may be checked and to which prepaid and collect express may be shipped.



The "f" means flag stop. The bus doesn't stop there unless someone is waiting for a ride. The δ means a baggage station. Times that are in darker print mean PM. Those in lighter print are AM.

The bus gets to Logansport at 7:10. Look down a few lines. The bus leaves Logansport at 7:25 and goes on to Muncie. Another bus also leaves Logansport at 7:25. It goes to Kokomo and then Indianapolis.

Now let's look at the schedule from Muncie to Chicago. Look at the right hand column and read up. The bus leaves Muncie at 7:35. It arrives in Logansport at 10:05. It goes on to arrive in Chicago at 2:15.

There are a few things you need to know about bus travel. These are things about baggage and tickets. Most buses allow two suitcases for each adult. They allow one for a child who pays half fare. You may also carry a small bag or case on the bus. This is a good idea if the trip is a long one. You cannot get to your other luggage. It is stored beneath the bus in a compartment. If you have more than two bags, it is called excess baggage. It must be sent separately. It is a good idea to send excess baggage a day or two early. All bags should have a tag with your name and address on it.

On some trips you must change buses. It is best to check your luggage to the place you change. Then get it and check it to the place you are going. This way it will not get lost.

You cannot reserve a seat for a regular bus trip. However, you can pick up your ticket early. This way you will be sure to get a seat.

A bus usually stops at a rest stop around meal time. You may want to pack a meal to save money.

ACTIVITY 1

See if you can read the bus timetable below. Notice that this bus only runs on Thursdays. Write your answers to the questions in your Student Response Booklet. Check your answers when you finish. The answers are on the last page of the packet.

GRAND RAPIDS—
BENTON HARBOR—MICHIGAN CITY—INDIANAPOLIS

READ DOWN			1317	READ UP		
		312 Thur	4-29-79		311 Thur	
Operates on Thursday only		11 00	Lv *Grand Rapids, Mich.* (EDT) **GL** Ar		**5 35**	Operates on Thursday only
		11 40	*Holland*		**4 45**	
		11 45	*Holland*		**4 40**	
		12 03	*Saugatuck*		**4 22**	
		12 30	*South Haven*		**3 55**	
		1 05	Ar *Benton Harbor, Mich.* (EDT) **GL** Lv		**3 20**	
		4 30	Lv δ**Benton Harbor, Mich** (EDT) Ar		**3 05**	
		4 35	St. Joseph		**3 00**	
		4 46	Stevensville		**2 48**	
		4 54	Bridgman		**2 40**	
		4 59	Sawyer Highland		**2 35**	
		5 02	Harbert		**2 32**	
		5 05	Lakeside (U.S. 12)		**2 29**	
		5 09	Union Pier		**2 25**	
		5 14	New Buffalo		**2 20**	
		f	Grand Beach, Mich. (EDT)		f	
		4 35	Ar δ**Michigan City, Ind.** (CDT) Lv		**12 55**	
		4 40	Lv δ**Michigan City, Ind.** (CDT) Ar		**12 50**	
		5 10	δ**LaPorte**		**12 20**	
		hs	Kingsbury		hs	
		5 50	δKnox		11 45	
		6 00	Bass Lake (CDT)		11 35	
		f	Beardstown		f	
		6 20	δ**Winamac** (EST)		11 15	
		f	Star City		f	
		f	Thornhope		f	
		6 37	δRoyal Center		10 58	
		6 55	Ar δ**Logansport** Lv		10 40	
	7 25	**7 25**	Lv δ**Logansport** Ar	10 05	10 20	
			δPeru	9 40		
		8 00	δKokomo		9 50	
		8 50	δMarion	8 40		
		9 55	δMuncie	7 35		
	9 05		Ar δ**Indianapolis, Ind.** (EST) Lv		8 30	

1. What time does the bus leave Benton Harbor?
2. Where is the first flag stop?
3. How long does the bus stop at Logansport?
4. Suppose you are going from Winamac to Stevensville.
    a. What time does the bus leave?
    b. What time does it arrive in Stevensville?

TRAVEL BY AIRPLANE

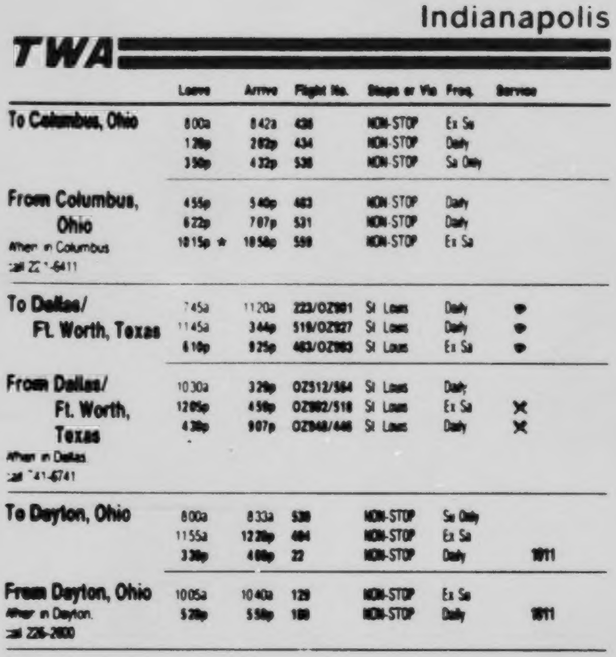
A plane will usually get you to a place faster than a bus. However, if you have a long drive to the airport and also must change planes, the bus might be almost as fast.

Air travel prices are becoming very hard to figure out. If you travel at certain times of the day, it is cheaper. If you pick up your ticket way ahead of time, it is cheaper. It is best to call the airline or a travel agency to figure out the deal best for you.

A travel agency is in the business of arranging trips. The service is free. The agency makes money from airlines, hotels, and motels. You can call to get information and make arrangements without being charged.

Look at the chart on the next page. It gives some examples of the kinds of fares one airline has to offer.

When you call an airline to ask for information, it comes from a timetable. Look at the example below. This schedule is from Indianapolis. It shows the flights to and from Columbus, Dallas, Fort Worth, and Dayton. Look at the first line.



Indianapolis

TWA

	Leave	Arrive	Flight No.	Stops or Via	Freq.	Service
To Columbus, Ohio	800a	842a	426	NON-STOP	Ex Su	
	120p	202p	434	NON-STOP	Daily	
	350p	432p	538	NON-STOP	Sa Only	
From Columbus, Ohio When in Columbus call 22 -6411	455p	540p	483	NON-STOP	Daily	
	622p	707p	531	NON-STOP	Daily	
	1015p ★	1058p	598	NON-STOP	Ex Sa	
To Dallas/ Ft. Worth, Texas	745a	1120a	223/OZ901	St Louis	Daily	●
	1145a	344p	519/OZ927	St Louis	Daily	●
	610p	925p	483/OZ903	St Louis	Ex Sa	●
From Dallas/ Ft. Worth, Texas When in Dallas call 741-6741	1030a	329p	OZ512/564	St Louis	Daily	
	1205p	459p	OZ902/518	St Louis	Ex Sa	✕
	430p	907p	OZ948/446	St Louis	Daily	✕
To Dayton, Ohio	800a	833a	538	NON-STOP	Sa Only	
	1155a	1220p	484	NON-STOP	Ex Sa	
	330p	408p	22	NON-STOP	Daily	1011
From Dayton, Ohio When in Dayton call 226-2800	1005a	1040a	129	NON-STOP	Ex Sa	
	520p	558p	168	NON-STOP	Daily	1011

It tells you that the first flight leaves Indianapolis at 8:00 AM. It arrives in Columbus at 8:42 AM. The flight number is 426. This means that at the airport you need to match the flight number with a gate number. The gate is where the plane parks. The flight is non-stop. Freq. stands for frequency. This flight flies every day except Sunday.

Now look at the symbols:

SYMBOL	MEANING
🍴	MEAL
☕	SNACK
🎥	MOVIE
♪	MUSIC

ACTIVITY 2

Look at the timetable to answer these questions. Write the answers in the Student Response Booklet. Then check your answers with the Answer Key when you have finished.

1. What time does the latest flight leave for Dayton? When does it arrive?
2. What do you get to eat on a flight from Indianapolis to Dallas/Fort Worth, Texas? Where does the flight stop along the way?
3. Suppose you want to fly from Dayton to Indianapolis. You have to travel on Sunday. What is the number of the flight you would take? What time does it leave? What time does it get to Indianapolis?

When you travel by plane, you should make a reservation. Call the airline or travel agent to reserve a seat on the flight you want. Ask when you should pay for the ticket. Some airlines ask you to pick up the ticket a few days early. Others want you to pay at least one hour before the plane takes off.

You should plan to get to the airport about 30 minutes early. You must check your suitcases or baggage. This takes awhile if you have to stand in line. It costs extra if you have too many bags. Usually you can take two suitcases. If you have a lot of baggage, call the airline to check the extra cost. You can take a small bag on the plane with you. It must fit under your seat.

ACTIVITY 3

You need the Yellow Pages for this activity. Use the phone book for the city nearest you that has a large airport.

1. Look under AIRLINES. Write the name and phone number of two of the airlines in the Response Booklet.
2. Next look under TRAVEL AGENCIES or BUREAUS. Choose two. Write the name, address, and phone number for each of them in the Student Response Booklet.

Now that you know something about bus and plane schedules, you can plan a trip. Choose a city in the U.S. It should be a place you would like to go. If you can't think of one, use Chicago or St. Louis. Do Activity 4. Write your answers in your Student Response Booklet.

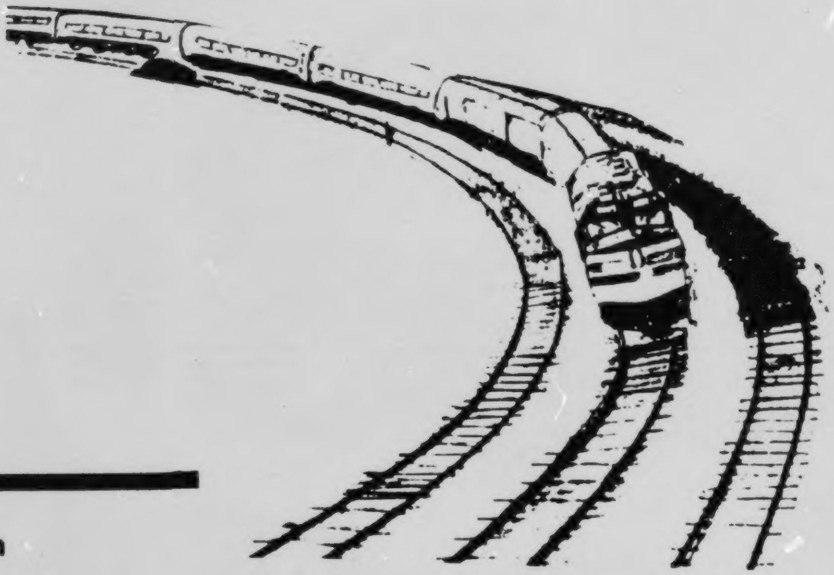
ACTIVITY 4

1. What city did you choose?
2. Pick a date for the trip. You need the date you want to leave. You also need the date of return.
3. Call one of the airlines. Find out departure and arrival times to the city. Also ask the cost of a round trip ticket. Ask for the cheapest times to fly. How much is the fare?
4. Look in the Yellow Pages under BUS LINES. Call one of the bus lines to get departure and arrival times to the city you chose. Also ask the cost of a round trip ticket.
5. Figure out the difference in price between plane and bus travel. Which way of travel is cheaper?
6. Figure out how much longer a bus trip would take.
7. If you really went on this trip, which way of travel would be best for you? Explain the reasons.

Good neighbor fares from Allegheny!

Flexible Flier Save 30%	Anyone can save up to 30% on this systemwide roundtrip fare. Save on all flights scheduled to originate between 9:30 AM and 2:00 PM and between 8:30 PM and 7:00 AM inclusive. Seats are limited. Not valid to/from Atlantic City.
Super Saver Fare Save 40%	Anyone can use this roundtrip fare and save up to 40% for travel everyday of the week. And, for children 2–11 years old, accompanied by an adult, there is a 50% discount. Super Saver reservations must be made and tickets purchased at least 30 days in advance. The fare is good for U.S. roundtrip travel only and you must stay a minimum of seven days and a maximum of 60. Seats are limited.
Saturday Flight Sale Save 50%	Now you can save up to 50% on all Allegheny flights by starting your travel on Saturday and begin the return portion of the trip before 12:01 PM the following day (Sunday) or, in the event that no flight from the destination city to the origin city is available at that time either by a direct or a connecting flight, then you must begin your return trip on the first such available flight on that day. Not valid to/from Atlantic City.
$imple$aver Fare Save 30%	Anyone can use this fare and save up to 30% on a Simple$aver flight that stops or makes a connecting flight. Normal reservation procedures apply, provided Simple$aver seats are available at time reservations are made. Some city pairs require travel via selected intermediate points. Valid anytime except certain holiday periods.
SeniorSaver Fare Save 33%	Anyone 65 and over can save up to 1/3 off regular coach airfare on all Allegheny flights. Travel one way or round trip. Reservations may be made one day in advance of each flight. Proof of age required. Valid anytime.
Liberty Fare-Unlimited Travel at a Fixed Price	Unlimited roundtrip travel anywhere Allegheny flies except Canada for one inclusive fare – 10 days for $179.00. Children 2–11 $89.50 when they go along. Leave before noon on weekdays or anytime on weekends. Stay away at least 3 days. Visit each city only once, however, connections thru a city are not considered as a visit. Make your reservations at any time, but you must purchase the Liberty Fare Exchange Order at least 7 days in advance.
Freedom Fare Save 20%	Anyone can use this roundtrip fare and save up to 20%. Tickets must be purchased no later than 10 days after reservations have been confirmed and 7 days prior to departure from point of origin, whichever is sooner. Return must commence not earlier than 12:01 AM of the Sunday after the date of departure from point of origin. Fare valid systemwide. Seats are limited. Children 2–11 50%.

NOTE: Availability of discounted fares is subject to continued C.A.B. approval. Fares are subject to change without notice. See Allegheny or your Travel Agent for other discount fares such as Joint Super Coach, Clergy Plan, Military Fare, Moonlighter Fare, Short Stop, Tag End, and No Strings.



New York
Washington
Pittsburgh
Indianapolis
St. Louis
Kansas City

READ DOWN — READ UP

Read Down	Km	Mi				Read Up
31				Train Number		30
Daily				Frequency of Operation		Daily
☐ ▬ ☒ ○				Type of Service		☐ ▬ ☒ ○
				(Amtrak)		
4 55 P	0	0	Dp	**New York, NY** *(Penn. Sta.) (ET)*	Ar	2 30 P
R 5 10 P	16	10		**Newark, NJ** *(Penn. Sta.)*		D 2 12 P
R 5 50 P	94	58		**Trenton, NJ**		D 1 32 P
431				Thru Car Washington-Kansas City		430
4 10 P	0	0	Dp	**Washington, DC**	Ar	4 30 P
R 4 23 P	15	9		Beltway Sta., MD *(Lanham)*		D 4 13 P
R 4 57 P	65	40		**Baltimore, MD** *(Penn. Sta.)*		D 3 40 P
R 6 05 P	175	109		Wilmington, DE		D 2 30 P
R 6 35 P	216	134	Ar	**Philadelphia, PA** *(30th St. Sta.)*	Dp	D 2 02 P
R 7 00 P	145	90	Dp	**Philadelphia, PA** *(30th St. Sta.)*	Ar	D 12 30 P
● 7 31 P	176	109		Paoli, PA		11 58 A
● 8 16 P	253	157		Lancaster, PA		11 13 A
● 8 50 P 9 00 P	310 310	192 192	Ar Dp	**Harrisburg, PA**	Dp Ar	10 40 A 10 30 A
				(Conrail)		
F 10 04 P	408	254		Lewistown, PA ●		F 9 04 A
10 41 P	467	290		Huntingdon, PA ●		8 24 A
F 11 10 P	499	310		Tyrone, PA ●		F 7 55 A
11 33 P	521	324		Altoona, PA		7 33 A
12 32 A	584	363		Johnstown, PA		6 33 A
F 1 18 A	644	400		Latrobe, PA ●		F 5 50 A
F 1 29 A	660	410		Greensburg, PA ●		F 5 38 A
2 30 A 2 45 A	710 710	441 441	Ar Dp	**Pittsburgh, PA** *(Penn. Sta.)*	Dp Ar	4 40 A 4 25 A
●	855	532		Dennison, OH ● ø		●
7 10 A 7 25 A	1017 1017	632 632	Ar Dp	**Columbus, OH**	Dp Ar	11 50 P 11 35 P
9 10 A	1130	702		Dayton, OH		9 50 P
F ⊕ 9 10 A	1187	744		Richmond, IN ● *(10th & No. E St.)*		F ⊕ 7 45 P
⊕ 11 10 A ⊕ 11 25 A	1307 1307	812 812	Ar Dp	**Indianapolis, IN**	Dp Ar	⊕ 6 15 P ⊕ 6 00 P
F ⊕ 12 50 P	1422	884		Terre Haute, IN ● *(ET)*		F ⊕ 4 35 P
1 55 P	1533	953		Effingham, IL *(CT)*		3 30 P
4 10 P 4 35 P	1693 1693	1052 1052	Ar Dp	**St. Louis, MO**	Dp Ar	1 35 P 1 10 P
				(Missouri Pacific)		
5 04 P	1713	1065		Kirkwood, MO		12 43 P
6 53 P	1894	1177		Jefferson City, MO		10 48 A
8 03 P	1996	1240		Sedalia, MO ●		9 39 A
F 8 36 P	2043	1270		Warrensburg, MO ●		F 9 03 A
10 05 P	2147	1334	Ar	**Kansas City, MO** *(CT)*	Dp	7 45 A
[illegible]	*2147*	*1334*	Dp	*Kansas City, MO (CT)*	Ar	[illegible]
[illegible]	*3571*	*2219*	Ar	*Albuquerque, NM (MT)*	Dp	[illegible]
[illegible]	*5091*	*3169*	Ar	*Los Angeles, CA (PT)*	Dp	[illegible]

TRAIN TRAVEL

Traveling by train used to be very common. Today, there are not as many passenger trains. Trains used to be run by several different railroad companies. Today they are all Amtrak trains. Within Indiana there are two train routes. One is east and west. It goes between Richmond and Terre Haute. The other one is north and south. It runs between South Bend and Louisville.

Some train routes connect with a bus. For example, suppose a person living in Indianapolis wants to go to Los Angeles, California by train. Amtrak does not have a complete route. The person must take a scheduled bus from Indianapolis to Kansas City, Missouri. There they can board the train to Los Angeles. A train timetable looks much like a bus schedule.

This train runs daily between New York and Kansas City, Mo. It did run through three Indiana cities. Start at the top of the timetable. Read down on the far left. The train leaves New York City at 4:55 PM. It arrives in Indianapolis at 11:10 the next morning.

Now find Pittsburgh, Pa. Look at the right hand column. The train leaves Pittsburgh at 4:40 AM. Read up to find out what time it gets to Washington, D.C. It arrives at 4:30 PM.

Reservations are necessary for many railways. You can get information about railroad travel by calling a toll free number.

In Indiana the number is 800-621-0353. Toll free means you can call long distance and it will not cost you anything.

ACTIVITY 5

Call the toll free number. Ask the cost of a one way round trip ticket from New York to Kansas City. Write the cost in your Student Response Booklet.

Now you know something about travel schedules and fares. Ask your teacher if he/she has any travel flyers or brochures. Look through them and choose a place you would like to go.

ACTIVITY 6

Answer the following questions about the place you have chosen. If the brochure doesn't have all of the answers, call a travel agency. Write the answers in the Student Response Booklet.

1. Name of city.
2. Possible ways to travel.
3. Cost of travel.
4. Other important trip information.

ANSWER KEY

ACTIVITY 1

1. 4:30
2. Grand Beach
3. 30 minutes
4. 11:15

ACTIVITY 2

1. 3:30, 4:08
2. Snack, St. Louis
3. #189, 5:59

STUDENT RESPONSE BOOKLET
CR-8
TRAVEL SCHEDULES AND FARES

NAME: ______________________________

DATE: ______________________________

ACTIVITY 1

1. Leaves Benton Harbor:
2. First stop:
3. Length of stop:
4. a. Time bus leaves:
   b. Time bus arrives in Stevensville:

ACTIVITY 2

1. a. Time of last flight from Dayton:
   b. Time flight arrives:
2. a. Food is:
   b. Flight stops at:
3. a. Number of the flight:
   b. Time flight leaves:
   c. Time flight arrives at Indianapolis:

ACTIVITY 3

1. Name and number of Airlines:
2. Travel Agencies: Name:
   Address:
   Phone:

   Name:
   Address:
   Phone:

ACTIVITY 4

1. City:
2. Date leaving: ____________ Date of return:
3. Departure times:
   Arrival times:
   Cost:
   Cheapest time to fly:
   Fare during this time:
4. Departure times:
   Arrival times:
   Cost of ticket:
5. Cheapest way to travel:
6. ____________ hours and ____________ minutes.
7. Best way for you:
   Reasons:

ACTIVITY 5

Cost of ticket: ____________________

ACTIVITY 6

1. Name of city: ____________________
2. Ways to travel: ____________________
3. Cost: ____________________
4. Other information: ____________________

____

____

CR-9: USE OF MAPS
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:
Upon completion of this SAT Packet the adult learner will be able to use maps relating to travel.

INTRODUCTION:
This packet is designed to help the student work independently. It is designed to teach map reading and other skills related to travel. It contains the following sections: reading a map, using a highway map and using city maps. There are several places within the packet which refer the student to the teacher if he/she does not understand an example.

ADAPTABILITY:
This packet may be adapted for use with the following methods of instruction: individualized, one-to-one tutorial, and buddy systems.

READING LEVEL:
The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:
The student will need a basic knowledge of addition, subtraction, multiplication and division in order to figure travel time and gas mileage.

PRE/POST TEST:
The pre/post test is to be administered before and after the student has completed the SAT Packet. There are five questions on the test. The student should score 100% in order to test out of the packet. The student needs the official Indiana Highway map in order to take the test.

SKILLS OBJECTIVES:
- Reading
  - Develops vocabulary
  - Follows directions
  - Obtains information
  - Uses charts
- Writing
  - Lists sequential steps
- Speaking, listening, viewing
  - Organizes information
  - Presents information
  - Clarifies issues
- Problem Solving
  - Describes the problem or situation
  - Obtains needed information
  - Examines constraints
  - Plans alternative strategies
  - Determines plan of action
- Interpersonal Relations
  - Interacts with others
  - Explains goals, ambitions, interests, preferences and needs
- Computation
  - Measures distances and uses mileage scale
  - Multiplies whole numbers and fractions
  - Divides whole numbers

PRE-POST TEST

Write the answers to the following questions in the Student Response Booklet. Your teacher will provide you with an Indiana Highway Map for this test.

1. What is the distance between Angola and Logansport?

   a. 231 miles
   b. 155 miles
   c. 117 miles
   d. 92 miles

2. If you obey the speed limit, how long will it take to go from Gary to Seymour?

   a. 3½ hrs.
   b. 5 hours
   c. 4 hours
   d. 4½ hours

3. In what part of the state is Conrad located?

   a. Northwest
   b. Northeast
   c. Southwest
   d. Southeast

4. Columbus Hospital is located on what street?

   a. Beam
   b. Central
   c. 25th
   d. 17th

5. What highway runs between Huntington and Indianapolis?

   a. Interstate 69
   b. State Road 37
   c. U.S. Highway 37
   d. County 13

To the student . . .

In this SAT Packet, you will learn the use of maps relating to travel. You will read information related to the use of maps and travel. You will also learn to write directions and explain details as to how to reach a particular destination. You will use map information to plan travel to a specific place.

Discussions with others and knowing how to utilize the different types of information obtained from maps will be a part of your learning experience in this packet.

1980
INDIANA
STATE HIGHWAY SYSTEM

OTIS R. BOWEN, M. D.
GOVERNOR
INDIANA STATE
HIGHWAY COMMISSION

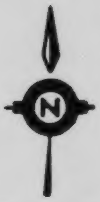
PART ONE: READING A MAP

A map is a flat drawing or picture of how to get from one place to another. You need to know directions to read a map. The four directions are: NORTH, SOUTH, EAST, and WEST. On most maps NORTH is at the top, SOUTH is at the bottom, WEST is on the left, and EAST is on the right.

There is usually a symbol on the side of the map. It will be an arrow or pointer showing NORTH. When you know which part of a map is NORTH, you can fill in the other 3 directions. Just remember that SOUTH is opposite NORTH. Also WEST is to the left and EAST is to the right.

NORTH
WEST
EAST
SOUTH

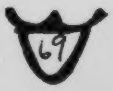
Look at the "Indiana State Map" on the next page. On the left you see this symbol:



The arrow points up. The "N" tells you NORTH is at the top of the map. This means that SOUTH is at the bottom, WEST is on the left, and EAST is on the right.

There are other symbols on this small Indiana State map. The lines show how roads and highways run. Find Fort Wayne. It is near the top on the right side of the map. In map terms, Fort Wayne is in the northeast part of Indiana.

After you find Fort Wayne, follow the dark line that goes down or south toward Indianapolis. The number on this line says 69. That is the name of the highway that runs between Fort Wayne and Indianapolis. The thick line and the symbol shaped like this

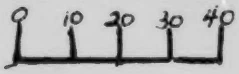


mean that 69 is an Interstate Highway.

Other kinds of highways are U.S. Routes and State Routes. Route is another name for road or highway. Later in this packet we will take a closer look at these. We will be using the large Indiana State Highway Map.

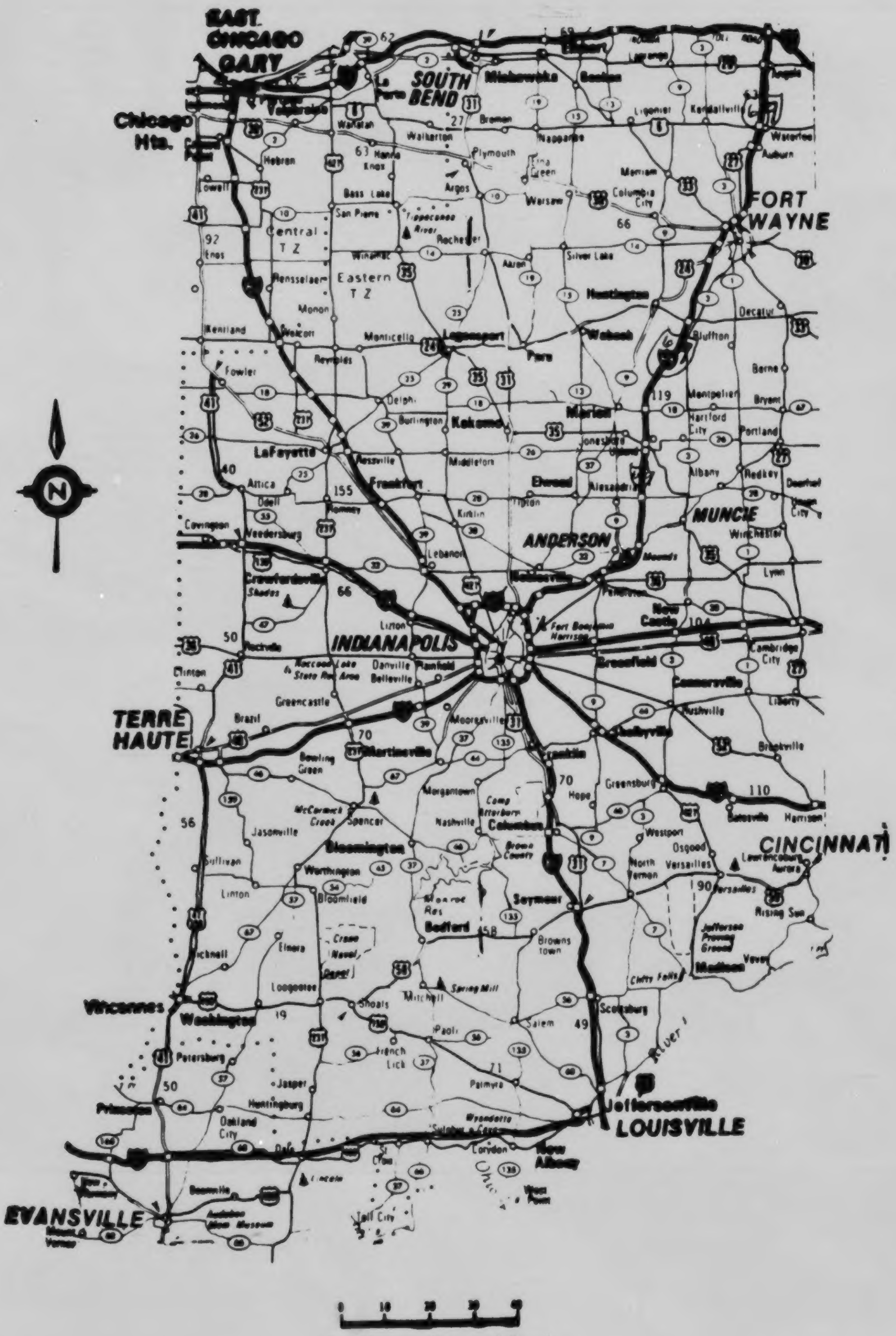
Towns and cities of Indiana are shown on the map. Large cities are printed in bold, dark writing. A dot on the map is used to show the location of each town or city.

Look at the Indiana State Map in your packet. Underneath the map is a line called the SCALE OF MILES. It looks like this:



It tells you that one inch is about 34 miles. It also tells you that the length of the whole line is 40 miles. You don't need a ruler to use the Scale of Miles. You can use a piece of paper. Fold, tear, or cut it to equal the space from 0 to 40. It should be this length: ______

Indiana State Map


EAST CHICAGO
GARY
Chicago Hts.
SOUTH BEND
Mishawaka
Plymouth
Warsaw
FORT WAYNE
Central T Z
Eastern T Z
Rensselaer
Rochester
Huntington
Logansport
Peru
Wabash
Monticello
Delphi
Kokomo
Marion
LaFayette
Frankfort
Attica
Crawfordsville
MUNCIE
ANDERSON
Lebanon
New Castle
INDIANAPOLIS
Danville
Terre Haute
Brazil
Greencastle
Martinsville
Shelbyville
Connersville
Rushville
Richmond
Greensburg
Bloomington
Columbus
CINCINNATI
Seymour
Bedford
Madison
Vincennes
Washington
Jasper
Paoli
Scottsburg
Jeffersonville
LOUISVILLE
New Albany
EVANSVILLE
Mount Vernon
0
10
20
30
40

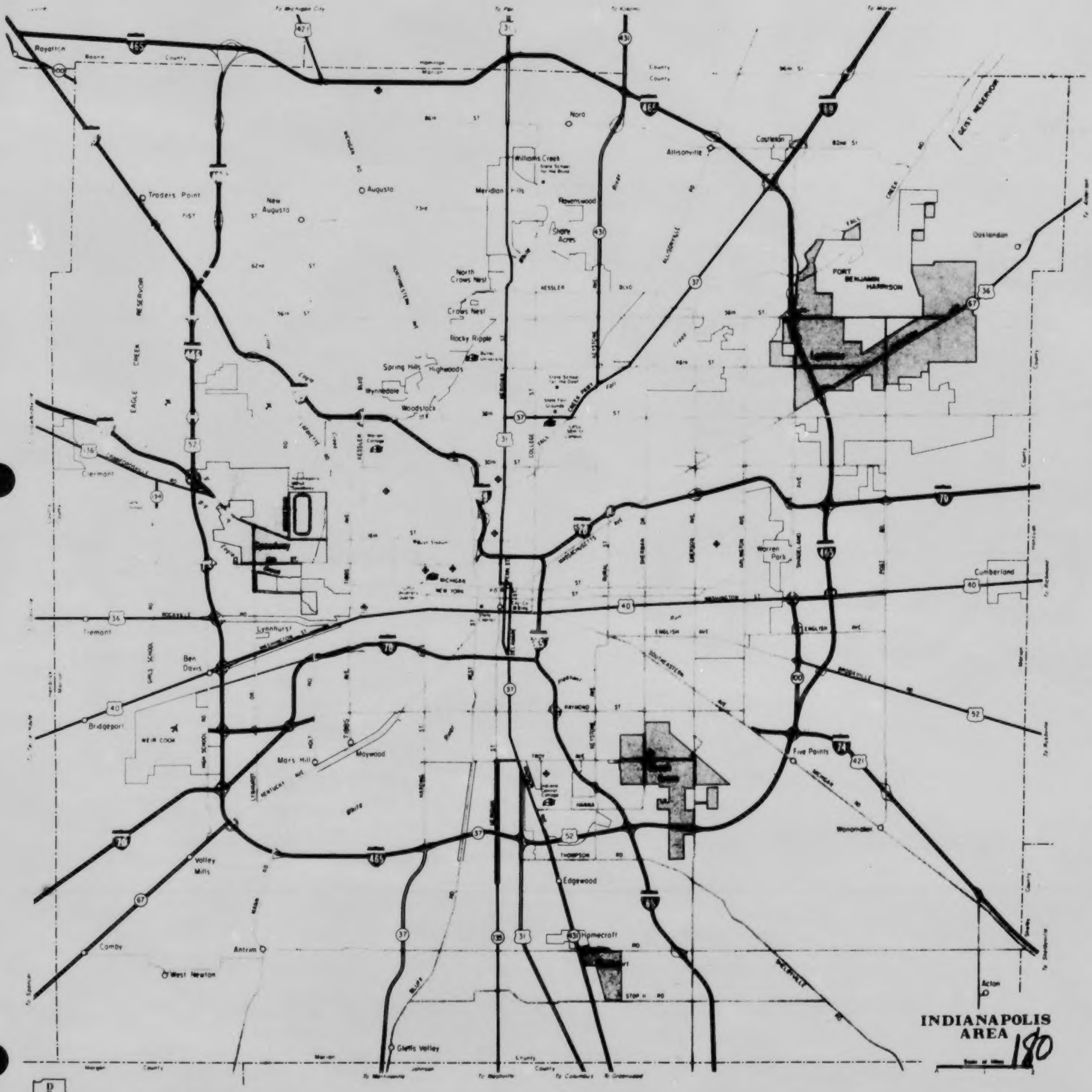
(Indiana State Map)

Scale of Miles
(one inch = 34 miles)

Now you can measure distance on this map.

On a larger map the length of the Scale of Miles may be different. You will need to check the map you are using before measuring distance.

This map shows Interstate Highway 465. Many large cities have such highways, or bypasses. You can travel around the city to avoid the business section. You can enter or exit at certain points. Can you find where I-465 intersects with I-69 going to Fort Wayne?


INDIANAPOLIS
AREA
180
465
69
70
74
65
31
37
421
431
36
40
52
67
100
136
Royalton
Traders Point
New Augusta
Augusta
Nora
Williams Creek
Meridian Hills
Ravenswood
Allisonville
Castleton
North Crows Nest
Crows Nest
Rocky Ripple
Spring Hills
Wynnedale
Woodstock
Highwoods
Shore Acres
Fort Benjamin Harrison
Oaklandon
Clermont
Tremont
Lynnhurst
Ben Davis
Bridgeport
Mars Hill
Maywood
Warren Park
Cumberland
Five Points
Wanamaker
Valley Mills
Camby
West Newton
Antrim
Edgewood
Homecroft
Glenns Valley
Acton
Eagle Creek Reservoir
Geist Reservoir
Weir Cook

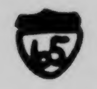
ACTIVITY 1

Look at the Indiana State Map again. Write your answers to the following questions in your Student Response Booklet. When you have finished, check your answers with the Answer Key in the back of this packet.

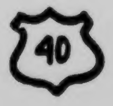
1. Use your Scale of Miles paper to find the distance between Fort Wayne and Anderson. Anderson is south of Fort Wayne on Interstate 69. If you don't understand how to use the Scale of Miles, ask your teacher for help.
2. East Chicago and Gary are in the northwest part of the state. What interstate highway runs between these cities and Indianapolis?
3. Illinois is the state to the left of Indiana on the map. Is Illinois north, south, east, or west of Indiana?
4. In what part of the state is Evansville? Is it in the Northwest, Northeast, Southwest, or Southeast?

Now let's take a look at the Indiana Official Highway Map. It is the large map put out by the governor's office. It is free and a new one is printed every year.

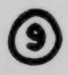
Open the map to the side showing the entire state. Find the part that says MAP EXPLANATION. You might think it is difficult to understand. You really don't need to know everything in order to read the map. The most important terms are these:



INTERSTATE ROUTES: These are highly traveled, divided highways. You can usually go 55 mph without stopping or slowing down.



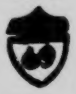
U.S. ROUTES: These are sometimes divided highways. Sometimes they are two-lane. They run through more than one state.



STATE ROUTES: These are usually two-lane highways. They end at the state line. Travel can be slow because they go through many small towns.

You can find out if a highway is two-lane or four-lane by looking at the thickness of its line on the map.

Multi-lane divided: ═══════
This double line means there are at least two lanes going each direction. It is a divided highway. This makes passing safe and easy.
Two-lane paved: ——————— This means the road has one lane for traffic headed in each direction. There are many NO PASSING ZONES.

Locate Fort Wayne. It is in the northeastern part of the state. Leaving Fort Wayne and going west (or to the left) is U.S. Highway 30. It is a divided highway marked by double lines. U.S. Highway 33 runs north and west out of Ft. Wayne. It is a two-lane highway. You will also notice Indiana State Route 1. It goes straight south and ends at Lawrenceburg. Note the special sign that tells when a highway is an interstate. Can you find  near Ft. Wayne?

Other helpful symbols on the map are:

♠ Rest or road side park
H Hospital
✸ State Police
■ Point of interest

Now find the INDEX OF CITIES AND TOWNS. This Index helps a map reader find a town or city. Places are listed in alphabetical order. Find Ft. Wayne in the Index. It has C-10 written by it. All the places listed in the Index have a letter and a number. On the right and left edges you will see the letters from "A" to "P". On the top and bottom of the map you will see the numbers "1" to "11". To locate Ft. Wayne, put one finger on C and another finger on 10. Go across with the C finger and down with the 10 finger until they meet. This should be close to Ft. Wayne.

Now see if you can find these places. Use the Index to find the town's letter and number. Locate: Bedford, Salem, and Boonville.

Now let's try a few harder ones. You may have to look in the general area where your fingers meet. Locate: Greensburg, Bourbon, and Patronville.

Welcome to ...
Salem

By this time you should understand the highway system. You should also be able to find towns and cities. If you are having trouble, ask your teacher for help. You need to understand these things before you go on to Part Two.

PART TWO: USING A HIGHWAY MAP

Now you are ready to use the map to trace and plan routes. Do the following activities. Use the large state map. Write your answers in your Student Response Booklet. Check your answers with the Answer Key when you are finished.

ACTIVITY 2

Find Warsaw on the map. Follow these directions and see where you are.

Take U.S. 30 east to Larwill. Turn north on State Road 5. Stay on S.R. 5 until you get to U.S. 20 just south of Shipshewana. Go east on U.S. 20 until you get to a town. Where are you?

ACTIVITY 3

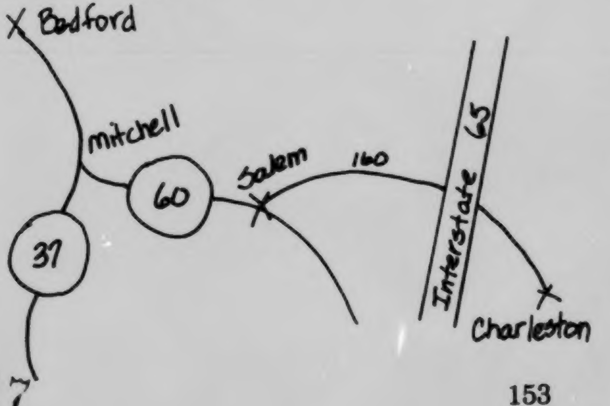
Find South Bend and Logansport. In your Student Response Booklet, write directions telling how to get from South Bend to Logansport.

ACTIVITY 4

Find Hartford City and Indianapolis. There are several roads a person could take between these two cities. Some people like interstate because it is fast. Some people would rather travel on a two-lane road. It is not as boring. Plan two routes from Hartford City to Indianapolis. One route should include as much interstate travel as possible. The other route should have no interstate travel.

ACTIVITY 5

Suppose you needed to give directions to a friend from out of state. You could give written directions or you could draw a map. For example, a map from Bedford to Charlestown might look like this:

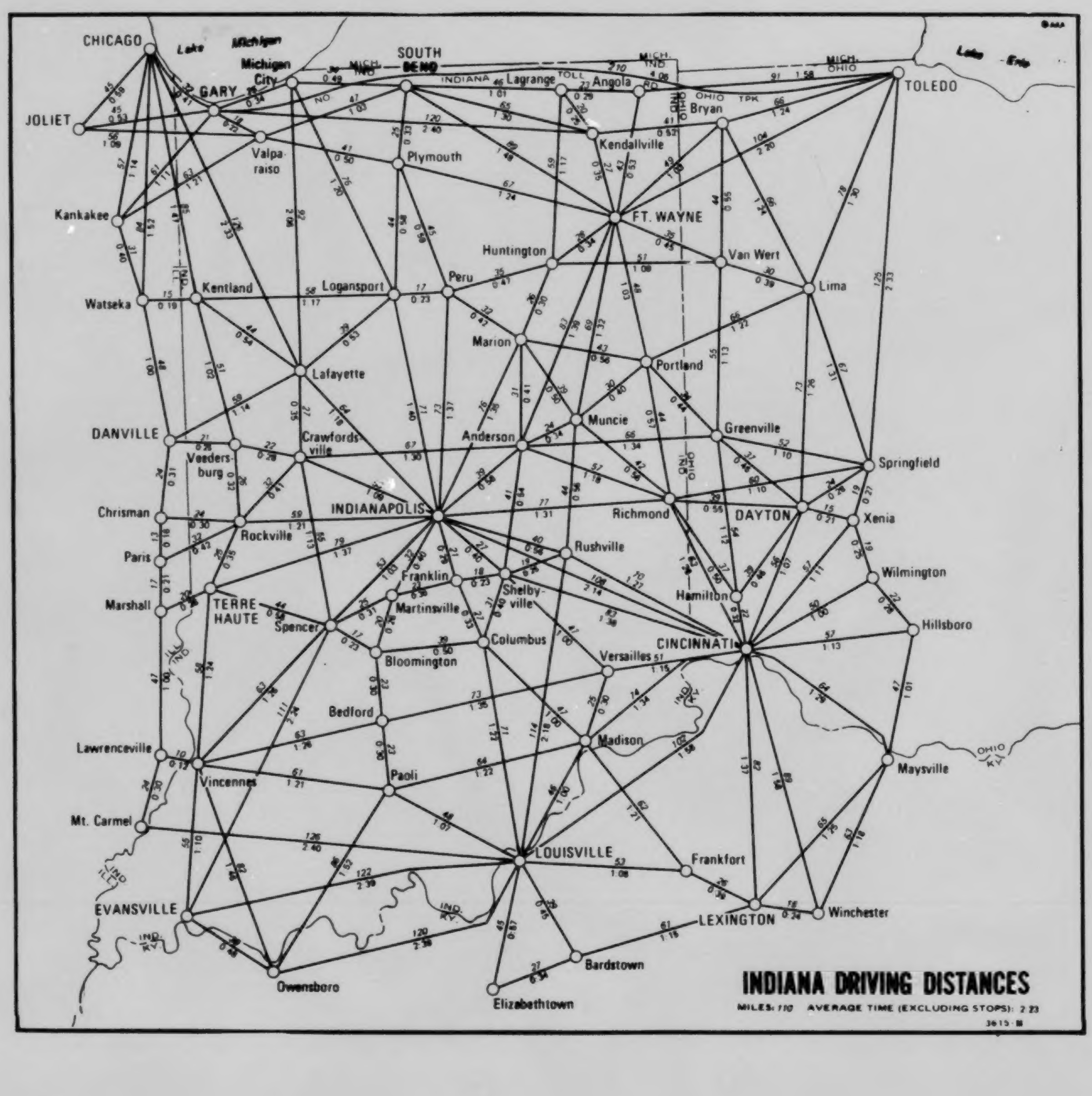


Draw a map that shows the route between Linton and Vincennes. Do this in your Student Response Booklet.

Now that you know how to trace a route, let's look at ways to find mileage. There are three ways often used to find distances. They are:

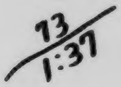
1) Mileage Map
2) Scale of Miles
3) Mileage Chart

Below is a mileage map put together by the American Automobile Association:



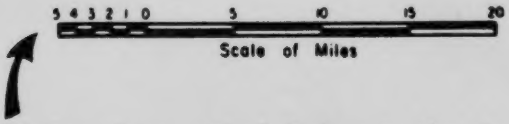
INDIANA DRIVING DISTANCES
MILES: 110 AVERAGE TIME (EXCLUDING STOPS): 2:23
Lake Michigan
Lake Erie
CHICAGO
JOLIET
GARY
Michigan City
SOUTH BEND
Lagrange
Angola
TOLEDO
Bryan
Kendallville
Valparaiso
Plymouth
Kankakee
FT. WAYNE
Huntington
Van Wert
Lima
Watseka
Kentland
Logansport
Peru
Marion
Portland
Lafayette
Muncie
Greenville
DANVILLE
Veedersburg
Crawfordsville
Anderson
Springfield
Chrisman
INDIANAPOLIS
Richmond
DAYTON
Xenia
Paris
Rockville
Rushville
Franklin
Shelbyville
Wilmington
Marshall
TERRE HAUTE
Martinsville
Spencer
Hamilton
Hillsboro
Columbus
CINCINNATI
Bloomington
Versailles
Bedford
Madison
Lawrenceville
Vincennes
Paoli
Maysville
Mt. Carmel
LOUISVILLE
Frankfort
EVANSVILLE
LEXINGTON
Winchester
Owensboro
Bardstown
Elizabethtown

The lines between cities show the number of miles. The lines also show the length of time the trip should take. Find Indianapolis, then look straight north to Peru. The line says:



This means the distance between these two cities is 73 miles. Driving time is one hour and thirty-seven minutes.

Look at the Scale of Miles on your Indiana State Highway Map. It looks like this:



The numbers on the left show tenths of a mile.

The Indiana map also has a mileage chart. It looks like this:

Anderson	Angola	Bedford	Bloomington	Columbus	Connersville	Crawfordsville	Danville, Ill.	Elkart
124								
101	225							
90	210	23						
73	197	50	36					
61	183	112	98	62				
67	183	93	72	88	104			
99	210	133	70	125	139	40		
119	53	213	194	185	165	144	170	
202	321	100	116	152	214	165	167	305
83	42	189	169	156	111	142	168	58
59	152	109	83	78	100	38	69	114
170	129	220	198	205	225	126	133	75

The mileage chart shows the distances between some of the larger towns and cities. Let's use this to find the distance between Anderson and Columbus.

Start where the COLUMBUS column goes across. Follow that until you come to the ANDERSON column going down. The distance is 73 miles. Now try it with Indianapolis and Lafayette. The distance should be 63 miles. Always start with the city to the right. Go down, then across to the city on the left.

ACTIVITY 6

Use each of the three methods for finding mileage — the Mileage Map, the Scale of Miles, Mileage Chart. Find the distance between Anderson and Ft. Wayne. If you did not get the same number of miles each time, ask your teacher for help. Write your answers in the Student Response Booklet. Check your answers with the Answer Key when you are finished.

When you know the distance between two places, you can figure the travel time. For example, suppose it is 220 miles between City A and City B. There is an interstate highway running between the cities. Most drivers go 55 mph on an interstate. This means that in 1 hour, a person travels 55 miles. To find out how many hours the trip takes between City A and City B, divide the number of miles by the speed:

$$\text{mph}\ \overline{)\text{length of trip}} \qquad \text{or} \ldots \qquad \begin{array}{r} 4 \\ 55\ \overline{)220} \\ \underline{\underline{220}} \end{array}$$

The trip takes 4 hours.

On a two-lane highway, it is often difficult to go 55 at all times. This is especially true if there are many towns on the route. Use the figure 50 mph to find travel time.

ACTIVITY 7

The distance between City X and City Y is 325 miles. Most of the route is two lane highway. There are several towns along the way. About how many hours does it take to get from one city to the other? Write your answer in your Student Response Booklet and check your answer with the Answer Key.

GAS MILEAGE:

Another important type of mileage is gas mileage. It is helpful to know how much you will spend for gas if you take a trip.

Suppose Susan Clifford plans to travel from Evansville to South Bend. She wants to know how much gas will cost for the trip. There are three things to find out:

1) How many miles the car will go on 1 gallon of gas. This is called **miles per gallon.**
2) The current **cost of gasoline.**
3) The length of the trip (**number of miles**)

Finding the miles per gallon takes some planning. Here is what to do:

. . . Write down the mileage reading on your odometer when you fill up with gas.

. . . Do not refill the tank until it is less than ¼ full.

. . . When it falls below ¼ of a tank — get gas.

. . . Fill the tank. Also write down the mileage on the odometer again.

. . . Write down the number of gallons of gas you bought.

At this point you can figure the miles per gallon. Let's look at some real figures. Susan bought gas on Monday. Her mileage on the odometer was 45532. By Saturday, the tank was less than ¼ full. Susan bought more gas. She filled the tank. Her mileage reading was 45993. The car took 18.6 gallons of gas. Susan now had the numbers she needed to figure miles per gallon.

First:
She found out how many miles she had driven:

45993 = Miles on Saturday
-45532 = Miles on Monday
461 = Miles driven

Second:
She divided the number of miles driven by the amount of gas she used:

$$18.6\,\overset{24.78}{\overline{)461.00}}$$

Susan's car gets almost 25 miles per gallon.

Third:
She found out how much gas it will take for the trip. To do this, Susan had to find out that the trip between Evansville and South Bend is about 300 miles. If she can go 25 miles on one gallon of gas, how many gallons will it take her to go 300 miles? Answer:

$$\text{miles per gallon}\,\overline{)\text{distance}} \quad \text{or} \ldots \quad 25\,\overset{12 \text{ gallons}}{\overline{)300}}$$

It will take 12 gallons of gas.

Fourth:
She found the cost for the trip by multiplying the number of gallons used by the price per gallon. (.99¢)

$$\begin{array}{l} \text{gallons} \\ \underline{\text{x price}} \\ \text{cost} \end{array} \quad \text{or} \ldots \quad \begin{array}{rl} 12 & \text{gallons} \\ \text{x}\ \underline{.99¢} & \text{per gallon} \\ 108 & \\ \underline{108} & \\ \$11.88 & = \text{cost for the trip.} \end{array}$$

ACTIVITY 8

Write the answers to this problem in the Student Response Booklet. Follow the steps in the example. Check your answer with the Answer Key, when you have finished.

Pete is going to drive from Michigan City to Terre Haute. Use one of the mileage methods to find the number of miles between these cities.

Pete knows he gets 16 miles per gallon of gas with his car. Gas costs 99¢ per gallon. How much will he pay for gas for the trip?

Suppose he wanted to know the cost of gas for a round trip. This means from Michigan City to Terre Haute and back to Michigan City again. How much would he pay for gas?

PART THREE: CITY MAPS

This part is about local or city maps. They are often harder to read than a highway map. The street names are small and close together. This makes them hard to find.

Look at the back of the Indiana Highway Map. It has small city maps of some places in Indiana. Often streets running north and south or east and west are numbered. Find the map of Vincennes. Its streets are numbered 2nd, 6th, 10th, etc. The numbers start at the Wabash River.

In Terre Haute and Lafayette the streets are also numbered from the Wabash River. In order to read a city map you must find your location. Look at the Terre Haute map. Suppose you were driving into this city from Gary. Gary is north of Terre Haute. You come in on U.S. 41. You plan to visit someone who lives at the corner of 7th and Margaret Avenue. See if you can find that corner.

Here are the directions: Take 41 south into town. It becomes 3rd street. Go past City Hall. When you get to College Street, turn left. Go to 7th street and turn right. This runs into Margaret Avenue. If you get to Interstate 70, turn around. You have gone too far.

ACTIVITY 9

You will need a local map for this. If you live in a large city, use your own city map. If you live in a small town, use a map of the nearest city.

Think of somewhere in the city you would like to go. Choose a place you do not already know. See if you can use the map to figure out the best route. If you can't, call the place or ask someone for directions. After you do this, try to find the place on the map. This is not a written activity, so discuss the map location with your teacher.

Asking people for directions can be interesting. Some people will give directions just to be helpful. They may not really know where the place you want to go is located.

ACTIVITY 10

Look at your local map. Choose a place or street where you have never been. During the next week, ask three people how to get to the place. Discuss what happened with your teacher, family, or a friend. (This is an oral activity, not a written one.)

ANSWER KEY

ANSWERS TO PRE-POST TEST

1. C
2. C
3. A
4. D
5. B

ACITIVTY 1

1. About 80 miles
2. Interstate 65
3. West
4. Southwest

ACTIVITY 2

1. Lagrange

ACTIVITY 3

Take U.S. 31 south to Indiana 25. Take 25 into Logansport.

ACTIVITY 4

Interstate Route: Take 26 to Interstate 69 and take Interstate 69 all the way to Indianapolis.

Other Route: You could take 26 to highway 9. Then take highway 9 to U.S. 36. Then take U.S. 36 into Indianapolis. There are also other ways you could travel without traveling on an Interstate. If you are not sure if your answer is correct, ask your teacher to check it with you.

ACTIVITY 5

Ask your teacher to check your map.

ACTIVITY 6

All three answers should be around 80 miles.

ACTIVITY 7

About 6½ hours.

ACTIVITY 8

There are 176 miles between the cities. His gas will cost $8.80. Cost for a round trip will be $17.60

STUDENT RESPONSE BOOKLET
CR-9
READING A MAP

NAME: ____

DATE: ______________________

PRE/POST TEST

Your teacher will give you an Indiana Highway Map to use with this test. Read the questions. Draw a line under the correct answer.

1. What is the distance between Angola and Logansport?

   a. 231 miles
   b. 155 miles
   c. 117 miles
   d. 92 miles

2. If you obey the speed limit, how long will it take to go from Gary to Seymour?

   a. 3½ hours
   b. 5 hours
   c. 4 hours
   d. 4½ hours

3. In what part of the state is Conrad located?

   a. Northwest
   b. Northeast
   c. Southwest
   d. Southeast

4. Columbus Hospital is located on what street?

   a. Beam
   b. Central
   c. 25th
   d. 17th

5. What highway runs between Huntington and Indianapolis?

   a. Interstate 69
   b. State Road 37
   c. U.S. Highway 37
   d. County 13

ACTIVITY 1

1) Distance between Ft. Wayne and Anderson: ____________________

2) Interstate between East Chicago and Gary: ____________________

3) Illinois is ____________________ of Indiana.

4) Evansville is in the ____________________ part of the state.

ACTIVITY 2

You end up at ____________________

ACTIVITY 3

Directions from South Bend to Logansport: ____________________

____

____

____

____

____

ACTIVITY 4

Interstate Route: ____________________

____

____

Other Route: ____________________

____

____

____

ACTIVITY 5

Draw a route between Linton and Vincennes below:

ACTIVITY 6

The distance between Anderson and Ft. Wayne:

Figured with mileage map: ____________________

Figured with scale of miles: ____________________

Figured with mileage chart: ____________________

ACTIVITY 7

It takes ____________ hours.

ACTIVITY 8

Gas used for the trip one way: ____________________

Gas used for a round trip: ____________________

ACTIVITY 9 and **ACTIVITY 10** are oral activities.

CR-10: TIME ZONES
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT packet the adult learner will be able to recognize time zone boundaries and understand the concept of daylight savings time.

INTRODUCTION:

This packet explains time zones in the United States. There is also an emphasis on the time districts and time changes within the state of Indiana. It further includes an explanation of daylight saving time.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, or buddy system. A group session is also recommended.

You need at least three people in your classroom who are interested in discussing time zones and daylight saving time.

Group Session:
The following teacher directed activities are suggested:

1. Review and discuss the four time zones in the continental U.S. Use a large time zone map if possible.
2. Encourage discussion of trips students have taken in which they passed through more than one zone.
3. Plan a trip for a hypothetical family who wishes to travel from New York to California. Emphasize problems which may arise due to time changes.
4. Discuss the reasons for daylight saving time. Include analysis of advantages and disadvantages of this concept.

READING LEVEL:

The student should experience success with this packet if he reads at Level I, Phase II.

MATHEMATICAL SKILLS:

The student will need to have a basic knowledge of how to read numbers when expressed as time.

PRE/POST TEST:

The pre/post test is to be administered before and after the student has completed the SAT packet. The student should answer all of the questions correctly in order to test out of the packet.

Answers to pre/post test:

1. True
2. False
3. False
4. True

SKILLS OBJECTIVE

Reading
  Develops vocabulary
  Obtains information
  Generalizes
Writing
  Makes lists
Speaking, Listening, Viewing
  Organizes information
  Interprets ideas
Problem Solving
  Describes problem or situation
  Obtains needed information
  Examines constraints
  Plans alternate strategies
  Determines plan of action
Computation
  Adds time
  Subtracts time

PRE-POST TEST

Mark the following questions as TRUE OR FALSE.

1. If it is 9:00 A.M. in California, it is 12:00 P.M. in New York. ____________
2. If it is 2 o'clock EST, it is 3 o'clock CST. ____________
3. Most of the state of Indiana is on Central Standard Time. ____________
4. Daylight Saving Time is one hour ahead of standard time. ____________

To the student . . .

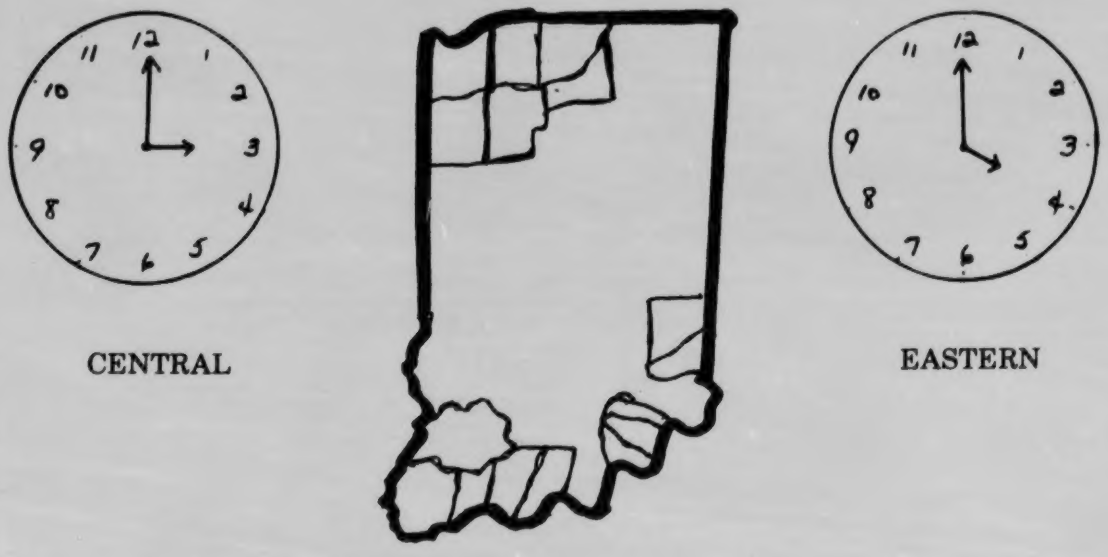
This packet is about time. You probably know that the time in New York is different than the time in Indiana. There is information about why time changes in this packet. The time situation in Indiana is confusing. You will find out why in this packet.

The following vocabulary is used in the packet. These terms may be new to you. Ask your teacher for help.

Four Time Zones in the United States

Pacific Time Zone
Mountain Time Zone
Central Time Zone
Eastern Time Zone

EST: Eastern Standard Time
CST: Central Standard Time
DST: Daylight Saving Time



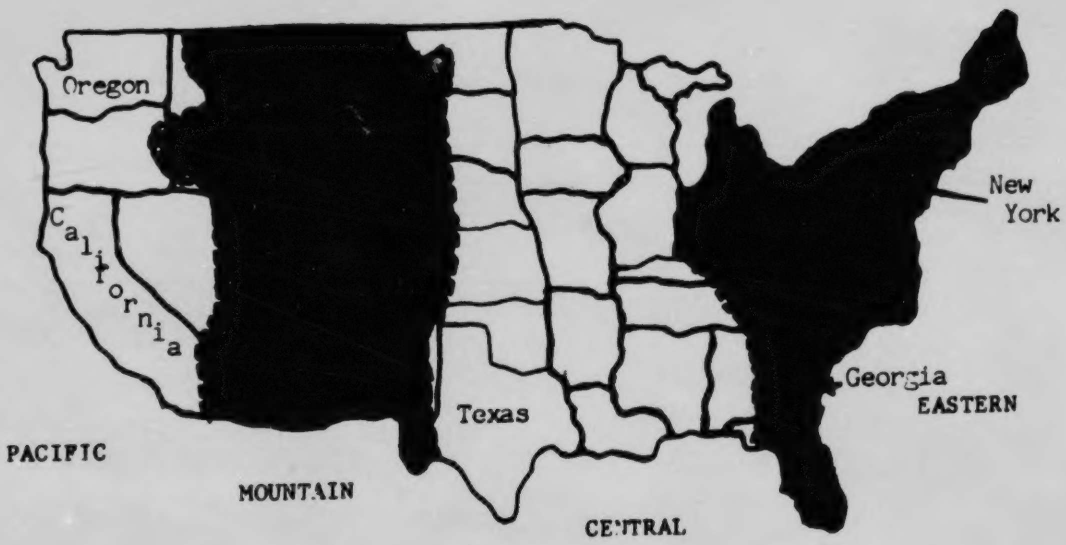
Until the late 1800's, most people did not care about time. They especially didn't care what time it was in other places. People traveled mostly by stagecoach. It took about two days to go 100 miles.

Travel by train changed things. At first each train company ran on its own train time. This got to be confusing. Times were different in each town. People complained.

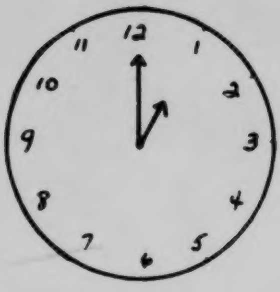
The same time problems were happening in other parts of the world. People needed to know the time to travel. In the 1880's a meeting was held. The reason for the meeting was to solve the time problem. People or representatives came from many different countries. The people at the meeting made up a standard time plan. The world was divided into twenty-four parts. These are called time zones. They were chosen because of the way the earth turns.

The continental United States has four standard time zones. The continental U.S. means the original 48 states. It does not include Alaska and Hawaii. They are in different time zones.

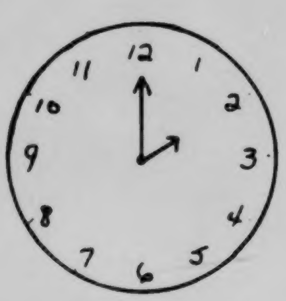
Look at the map on the page to see the four time zones. They are called Eastern, Central, Mountain, and Pacific. As you move from zone to zone, there is a one hour time difference.



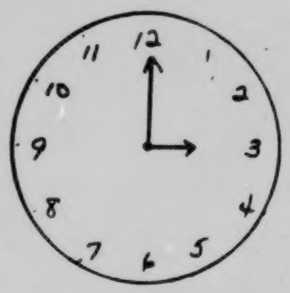
It is always earlier in the western part of the United States than anywhere else in the country. For example, suppose someone in New York made a phone call to a friend in California. The person in New York would need to be careful not to call too early. At 8 AM in New York it is only 5 AM in California. Look at the clocks below. They should give you an idea about how the time gets earlier as you go from East to West.



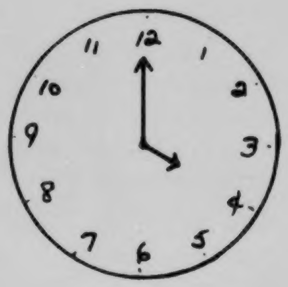
PACIFIC



MOUNTAIN



CENTRAL



EASTERN

ACTIVITY 1

Answer the following questions in your Student Response Booklet. When you have finished, check your answers. The right answers are on the last page of this packet.

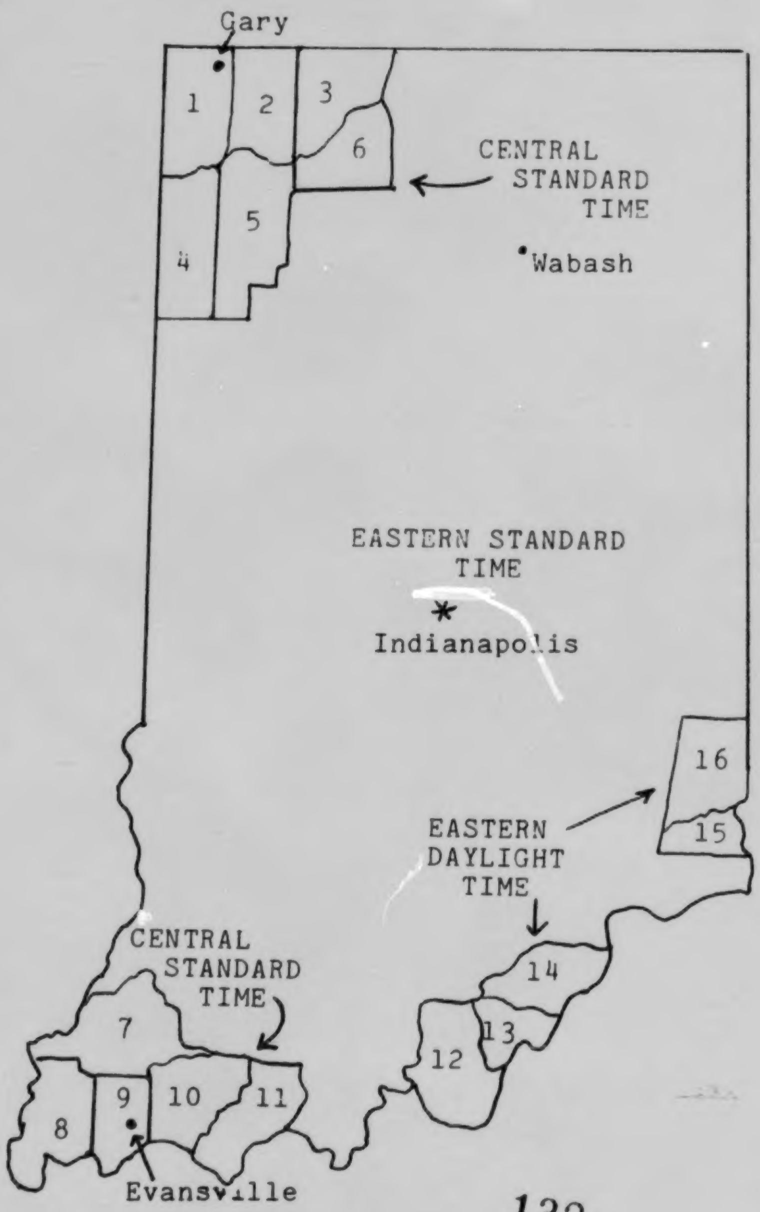
1. If it is 1:30 in Oregon, what time is it in Texas?
2. If it is 5 o'clock Eastern Standard Time (EST), what time is it Central Standard Time?
3. Mrs. Burton lives in Georgia. Her young grandchildren live in California. They go to bed at 7:30 PM. Mrs. Burton works from 8:00-5:00 PM. She wants to call her grandchildren. Should she call them before work or after work? Explain why.

Most of the state of Indiana is in the Eastern Standard Time (EST) zone. Congress passed an act that set up time zones in the United States. Part of the act says that each state may pass its own time laws. Eleven counties in the state are on Central Standard Time. The map below shows the counties that are on Central Time.

ACTIVITY 2

Write your answers in your Student Response Booklet.

1. If it is 7:00 AM in Indianapolis, what time is it in Gary, Indiana, located in Lake County?


Gary
1
2
3
6
CENTRAL STANDARD TIME
5
4
Wabash
EASTERN STANDARD TIME
Indianapolis
16
15
EASTERN DAYLIGHT TIME
14
13
12
CENTRAL STANDARD TIME
7
8
9
10
11
Evansville

COUNTIES ON CENTRAL STANDARD TIME

1. LAKE
2. PORTER
3. LaPORTE
4. NEWTON
5. JASPER
6. STARKE
7. GIBSON
8. POSEY
9. VANDERBURGH
10. WARRICK
11. SPENCER

power. People liked the idea of having more daylight in the evening in warm weather. That is the reason many parts of the country change to DST now.

Places that use Daylight Saving Time change their clocks in April and October. Indiana used to use Daylight Saving Time. Now most of the state stays on Eastern Standard Time all year long.

Look at the map of Indiana again. The counties numbered 1 through 16 on the map used daylight saving time in 1979.

CDT means Central Daylight Time. It was used in the eleven counties that are usually on CST (Central Standard Time). There are a few counties in the southeast part of the state that go on Eastern Daylight Time (EDT). Many people in these counties work in Louisville and Cincinnati. These two cities change to EDT in April.

In the fall the time changes again. Those places that were on Daylight Time switch back to Standard Time. They set their clocks back one hour.

Time zones and daylight saving changes can be confusing. It is probably best to check ahead about the time when you travel.

STUDENT RESPONSE BOOKLET
COMMUNITY RESOURCES - 10
TIME ZONES

NAME: ______________________________

DATE: ______________________

ACTIVITY 1

1. ____________________
2. ____________________
3. ____________________
____
____

ACTIVITY 2

1. ____________________
2. ____________________

ANSWERS

ACTIVITY 1

1. 3:30
2. 4:00
3. Before work

ACTIVITY 2

1. 6:00
2. 2:30

CR-11: TRAVEL RESERVATIONS
TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet the adult learner will be able to request information on and make reservations for travel and overnight accommodations.

INTRODUCTION;

This packet may be used in combination with CR-8 and CR-9 SAT Packets if a student wishes to plan a trip. These packets are about: **Travel Schedules & Fares** and **MAp Reading.**

ADAPTABILITY:

This SAT Packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, and group sessions.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II.

MATHEMATICAL SKILLS:

No special math skills are needed for this packet.

PRE/POST TEST:

There is no pre/post test for this packet. Student need and interest should indicate which students will use this packet.

SKILLS OBJECTIVES;

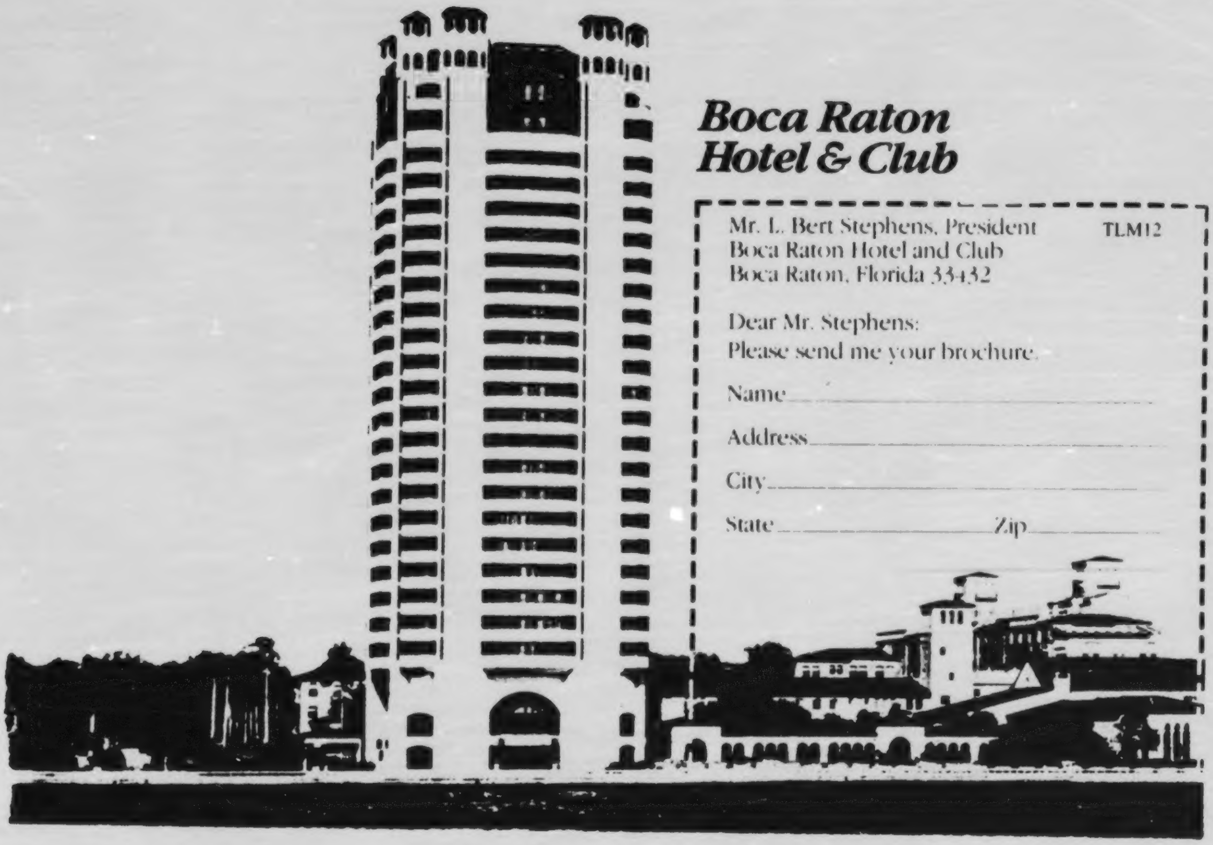
- Reading
  - Develops vocabulary
  - Uses references
- Writing
  - Makes notes
  - Writes letters
  - Fills out forms
- Speaking, listening, viewing
  - Presents information
  - Interprets ideas
- Problem solving:
  - Describes the problem or situation
  - Obtains needed information
  - Examines constraints
  - Plans alternate strategies in terms of constraints
  - Determines plan of action
- Interpersonal relations:
  - Interacts with others
  - Explains interests, preferences and needs

To the student . . .

This SAT Packet has information in it about travel reservations. You will read information concerning travel and over-night reservations. You will have an opportunity to determine which types are best suited to you.

You will write for information concerning travel reservations. But perhaps most of all, you will be able to share experiences with others in making plans for a trip.

There are two other SAT Packets that have to do with travel. If you want more information, ask your teacher for these packets. They are Community Resources 8 & 9; SCHEDULES & FARES, and MAP READING.



Boca Raton Hotel & Club

Mr. L. Bert Stephens, President TLM12
Boca Raton Hotel and Club
Boca Raton, Florida 33432

Dear Mr. Stephens:
Please send me your brochure.

Name ____________________

Address ____________________

City ____________________

State ______________ Zip __________

INTRODUCTION

When you take a trip it is usually best to plan ahead. Some people just get in their car and leave. They stop at a motel when they get tired. This plan is O.K. some of the time. However, in the summer and around holidays more people travel. Often it is difficult to find some place to sleep without a reservation. This is especially true after 6 P.M.

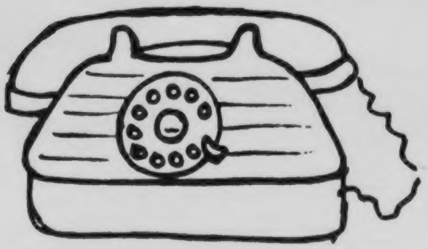
There are three types of places to stay on a trip. These are hotels, motels, and motor hotels. Years ago a hotel was the only place to stay. Motels were built as automobile travel became common. A hotel is usually in the downtown part of a town or city. Sometimes parking a car is difficult at a hotel.

Motels are found just about anywhere. Often they are built on a well used travel route. They are an easy place to stay if you are traveling by car. Often there are parking spaces right in front of the rooms. This makes it simple to get suitcases in and out of the car. A motel is usually smaller and cheaper than a hotel.

A motor hotel is a combination hotel-motel. It is usually several stories high. However, it has parking areas. Information about the motor hotels will be included in the next section of the packet.

RESERVATION AND RATES

Reservation means making plans ahead of time for a room. You can call or write for a reservation. If you make a reservation, you will be sure to have a place to stay. Most hotels and motels ask you to arrive by 6:00 P.M. After that time, your room is no longer held. There is a way to have a room held past 6:00 P.M. It is called GUARANTEED RESERVATION. This means you pay for the room even if you do not stay in it. There are two ways to guarantee a room. One is to send your money in early. This will hold the room. A credit card will also reserve your room. VISA, MASTER CHARGE, and certain gas credit cards can be used to guarantee a reservation. If you make a reservation and plan to be there by 6:00 P.M., check the local time. Time changes from state to state. It may only be 5:00 P.M. where you are, but 6:00 P.M. at the motel where you are going. Arriving at 6:00 P.M. your time would be too late.



Hotels have different room rates. How much you pay depends on how many beds you want. It also depends on the number of adults and children in your family. Here is an example of a rate schedule:

TYPE OF ACCOMMODATIONS

(PLEASE CIRCLE RATE DESIRED) - MINIMUM RATES CANNOT BE GUARANTEED.)

SINGLE ACCOMMODATIONS	$19.50	$20.50
TWO PERSONS:		
DOUBLE BED	$22.50	$24.50
TWIN BEDS	$22.50	$24.50
TWO DOUBLE BEDS	$23.00	$25.00
(ADD PERSON(S) WITHOUT ROLLAWAY)		$6.00
(ADD PERSON(S) WITH ROLLAWAY)		$7.50

When you write or call to make a reservation, give this information:

Date of stay
Number of people
Type of beds needed
Your name and address

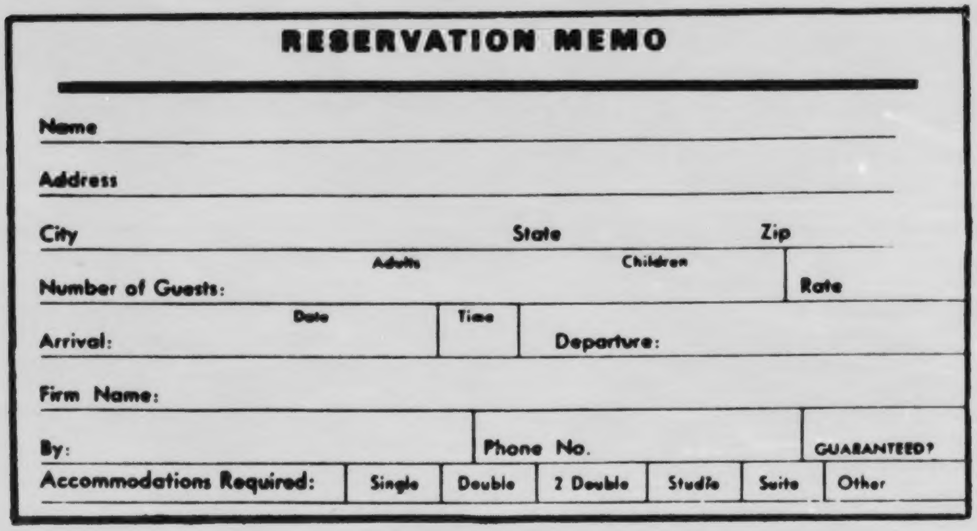
Motels need the same information. Smaller motels are cheaper than larger chain motels like Holiday Inn and Ramada Inn. Some small motels have a family rate.

Rates for small motels start at about $12 for a single or one person room. Rates go up to about $20 for three or four people.

Chain motels start between $20 and $25 for a single. More people can bring the price up to as much as $40 for a night.

Large hotels like the Hilton or Sheraton start at between $30 and $35 for one person. Expenses add up in a hurry at a large hotel. Usually a person, a bellman, carries your suitcases to your room. You are expected to give him a tip for doing this. Also meals at a hotel can be expensive.

A hotel which is located in a small town or city



RESERVATION MEMO

Name

Address

City State Zip

Number of Guests:	Adults	Children	Rate
Arrival: Date	Time	Departure:	
Firm Name:			
By:	Phone No.	GUARANTEED?	

Accommodations Required:	Single	Double	2 Double	Studio	Suite	Other

will not be as expensive. Rates are quite different from place to place. Always check prices before making a reservation.

REGISTRATION

Once you arrive at a hotel or motel you must fill out a form. Below is a sample from a hotel:

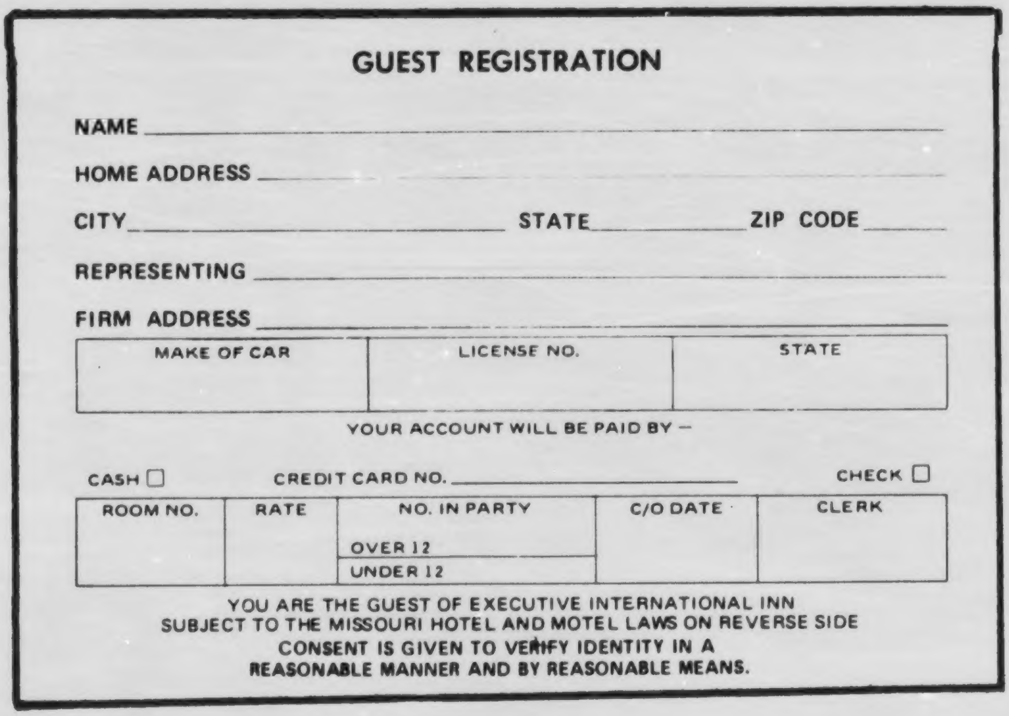
A motel asks for about the same information. Often a motel also needs your license plate number.

Once you have filled out this form, you are registered. Sometimes you pay when you register. Other places ask you to pay when you check out or leave.

Be sure to know the check-out time. It is usually between 12:00 P.M. and 2:00 P.M. Some places expect you to be out on time. If you stay in the room too long, you will have to pay for another day. After you leave the room, the maid comes in to get the room ready for the next guest.

ACTIVITY 1

Complete the registration form in your



GUEST REGISTRATION

NAME ____________________

HOME ADDRESS ____________________

CITY ____________ STATE ________ ZIP CODE ______

REPRESENTING ____________________

FIRM ADDRESS ____________________

MAKE OF CAR	LICENSE NO.	STATE

YOUR ACCOUNT WILL BE PAID BY —

CASH ☐ CREDIT CARD NO. ____________ CHECK ☐

ROOM NO.	RATE	NO. IN PARTY	C/O DATE	CLERK
		OVER 12		
		UNDER 12		

YOU ARE THE GUEST OF EXECUTIVE INTERNATIONAL INN
SUBJECT TO THE MISSOURI HOTEL AND MOTEL LAWS ON REVERSE SIDE
CONSENT IS GIVEN TO VERIFY IDENTITY IN A
REASONABLE MANNER AND BY REASONABLE MEANS.

Student Response Booklet.

ACTIVITY 2

You will need some travel flyers. Look through the travel flyers you or your teacher have found in your community. Choose a place that looks interesting. Write a letter asking for information about the place. Use a sheet of plain paper or stationery. Request the following information:

1) Room rates
2) Check-in time
3) Check-out time

Be sure to include your return address.

ACTIVITY 3

You will need the Yellow Pages for this activity. If you live in a small town, use the phone book for the nearest large city. Look in the section MOTELS AND HOTELS. Large chain motels and hotels have toll free phone numbers. Choose one of these hotels: Hyatt, Hilton, or Sheraton. Find the toll free number. It begins with 800. Write the number in the Student Response Booklet.

Think of a city in the United States that you would like to visit. Now call the toll free number and ask for room rates. Write the rate information in the Student Response Booklet.

ACTIVITY 4

1. Choose 3 motels in your city. Find the name, address and phone number.
2. Call the motels and ask the price of a single. (This means the price for one person to stay in a room.) Write the answer in the Student Response Booklet.

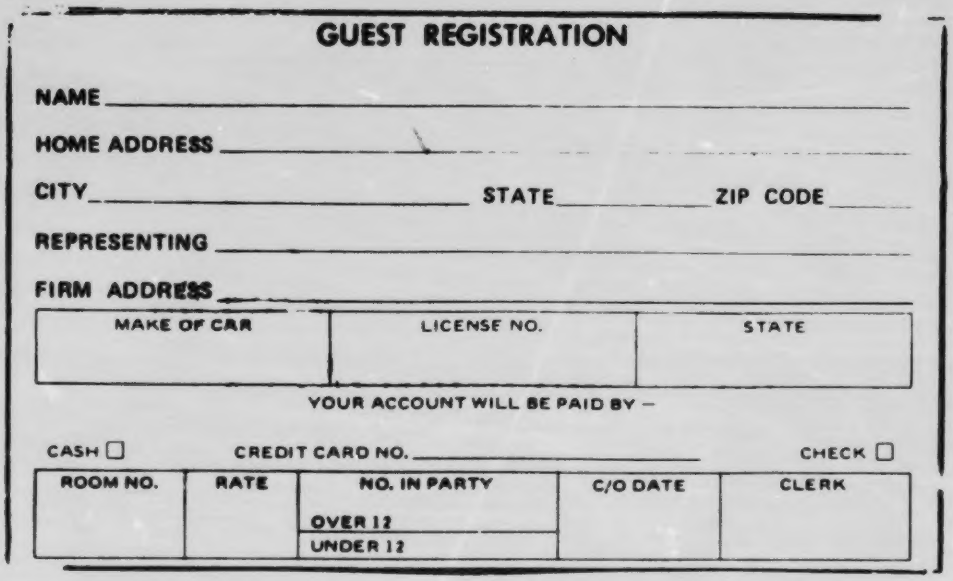
STUDENT RESPONSE BOOKLET
TRAVEL RESERVATIONS
CR-11

NAME: ______________________________

DATE: ______________________

ACTIVITY 1

Complete the registration form below:



GUEST REGISTRATION

NAME ____________________

HOME ADDRESS ____________________

CITY ____________________ STATE __________ ZIP CODE ______

REPRESENTING ____________________

FIRM ADDRESS ____________________

MAKE OF CAR	LICENSE NO.	STATE

YOUR ACCOUNT WILL BE PAID BY –

CASH ☐ CREDIT CARD NO. ____________________ CHECK ☐

ROOM NO.	RATE	NO. IN PARTY	C/O DATE	CLERK
		OVER 12		
		UNDER 12		

ACTIVITY 2

Write your letter on a piece of plain white paper.

ACTIVITY 3

Name of hotel ____________________

Toll free number ____________________

City you chose ____________________

Rate information ____________________

____

ACTIVITY 4

Name of motel	Address	Phone	Rate for Single
1.			
2.			
3.			

CR-13: AUTOMOBILE DRIVING REGULATIONS & COURTESIES TEACHER'S GUIDE

PERFORMANCE OBJECTIVE:

Upon completion of this SAT Packet, the adult learner will be able to understand driving regulations and courtesies.

INTRODUCTION:

This SAT Packet is designed to help the student work independently. If the student experiences serious learning difficulties, the packet instructs him to seek supplementary materials from the teacher or the packet itself.

There are opportunities in this packet for the student to make use of the Indiana Driver's Manual and additional forms provided that are necessary in order to successfully complete requirements for completing the performance objective. Other additional materials include booklets published by the Shell Oil Company.

ADAPTABILITY:

This packet is easily adaptable for use with the following methods of instruction: individualized, one-to-one tutorial, and group work.

READING LEVEL:

The student should experience success with this packet if he/she reads at Level I, Phase II. However, teacher assistance may be required. Pre-test A is to help determine student reading ability.

MATHEMATICAL SKILLS:

A basic knowledge of whole numbers will help the student with this packet.

ADDITIONAL MATERIALS, RESOURCES AND ACTIVITIES:

Indiana Driver's Manual

This SAT Packet is designed to prepare the student for the Indiana Driver's test. It is correlated with activities using the Indiana Driver's Manual in an attempt to familiarize the student with the manual not only for the initial testing, but as a useful source of study throughout his life as a motorist.

Role Playing

Role playing provides the student with an opportunity for group interaction and familiarize him/her with the role of the traffic officer, license branch personnel, etc. It also prepares the student for the types of questions and activities associated with these encounters.

Resource Personnel

Resource people such as a policeman and/or car insurance salesman will reinforce the student's knowledge of the rules, regulations and responsibilities governing the operation of a motor vehicle.

Special Activity — Attend Traffic Court

The student should be aware that driving is a privilege not a right and that this privilege can be denied.

PRE/POST TESTS:

The Pre/Post tests are to be administered before and after the student has completed the SAT Packet. The tests are designed to be used as written tests, but could be administered orally.

The Answer Key to the Pre/Post tests are included in the beginning of the packet. The Answer Key to the questions in the packet are also included. They will be conveniently located in the back of the packet so that the student can grade his/her own work.

INFORMATION SOURCES:

The Indianapolis Star and News, Indianapolis, Indiana

The Indiana State Driver's Manual

SKILL OBJECTIVES:

- Reading
  - Develops vocabulary
  - Obtains information
  - Generalizes
  - Skimming
- Writing
  - Makes notes
  - Fills out forms
  - Outlines
  - Underlines
- Speaking, Listening, Viewing
  - Expresses needs

  - Organizes ideas
  - Interprets ideas
  - Evaluates content
- Problem Solving
  - Describes the problem or situation
  - Obtains needed information
  - Examines constraints
  - Plans alternate strategies in terms of constraints
  - Determines plan of action
- Interpersonal Relations
  - Interacts with others
  - Explains goals, ambitions, interests, preferences and needs
- Computation
  - Adds
  - Subtracts
  - Multiplies
  - Makes estimates

PRE-TEST A

Read this story and make up an ending the way you think it happened. Draw a picture or write an ending to the story.

STORY

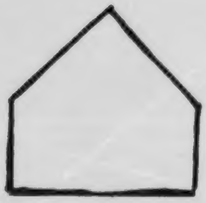
The sky was dark and the clouds were moving. It was only noon. Was it going to rain? Would there be a storm? The shoe store would close early today. On Monday the store closed at 1:00 P.M. Mary had to get to the store today. Rain splashed on the windows of the car. It rained harder and harder. The windshield wipers worked hard to keep the windshield clean. She slowed the car. Then she decided to drive a little faster. "I must hurry," she thought. Then she drove faster. Soon she drove faster than the speed limit. The rain came in torrents.

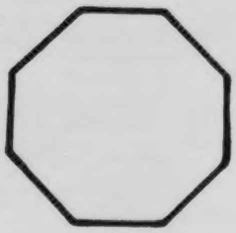
PRE-POST TEST B

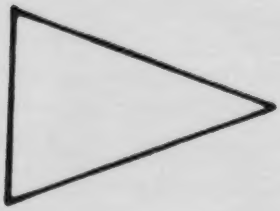
Write the correct name on each sign. Use the word list on this page.

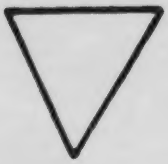
WORD LIST:

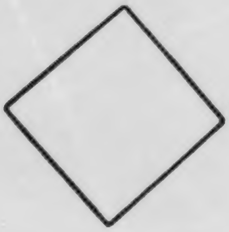
1. Warning
2. Information
3. Yield
4. Stop
5. Railroad
6. School Zone
7. No Passing Zone

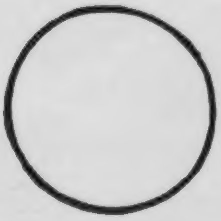


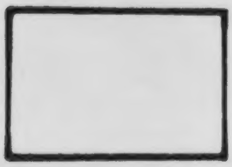












PRE/POST TEST C

Read the following questions. Draw a circle around the letter that gives the best answer.

1. If you have your Learner Permit and you are over 18, you are allowed to:
   a. Drive only with a driving instructor.
   b. Drive only with someone who is over 18 and has a valid driver's license.
   c. Drive alone.
2. A Learner Permit is good for only one year. Before the end of this year you must:
   a. Enroll in a driver's school.
   b. Drive alone.
   c. Apply for an Operator's License.
3. Your Operator's License will be valid for:
   a. 4 years.
   b. 6 years.
   c. 2 years.
4. To get your first Operator's License you must pass:
   a. A written test and an eye test only.
   b. A written test only.
   c. A written test, an eye test, and a driving test.
5. To renew your Operator's License you may be asked to take:
   a. A written test and an eye test only.
   b. A written test only.
   c. A written test, an eye test, and a driving test.
6. In all written driver's tests you will be asked to know:
   a. The registration number of your car.
   b. The seven basic signs by their meaning, shape, and color.
   c. What kind of turn signals are used when driving.
7. You will fail your driving test if you:
   a. Do not stop for a stop sign.
   b. Cannot parallel park perfectly.
   c. Fail to fasten your seat belt.

There's a whole other world out there. Ours.

PRE/POST TEST D

DEFINE THESE WORDS:

1. collision
2. detour
3. license
4. octagon
5. permit

ANSWER KEY FOR PRE/POST TESTS

CR-13

1. PRE/TEST A:

   Any answer is acceptable

2. PRE/POST TEST B:

   See separate sheet

3. PRE/POST TEST C:

   1. **b**
   2. **c**
   3. **a**
   4. **c**
   5. **c**
   6. **b**
   7. **a**

4. PRE/POST TEST D:

   1. **crash**
   2. **another road used when one is being repaired**
   3. **a special paper that shows you have permission to drive**
   4. **a flat eight sided figure**
   5. **a beginning license for a person who is learning to drive**

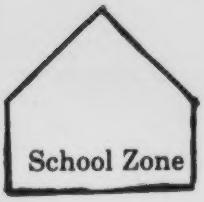
PRE-POST TEST B

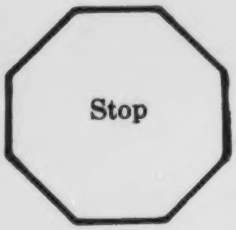
ANSWER KEY — CR-13

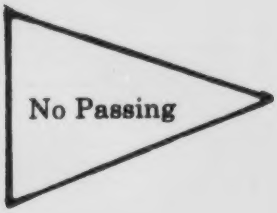
Write the correct name on each sign. Use the word list on this page.

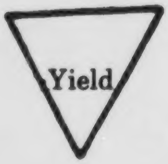
WORD LIST:

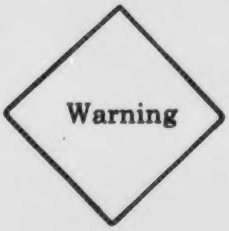
1. Warning
2. Information
3. Yield
4. Stop
5. Railroad
6. School Zone
7. No Passing Zone

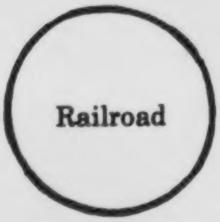

School Zone

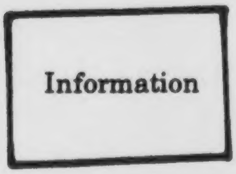











Information

To the student . . .

In the SAT Packet, you will study about automobile driving regulations and courtesies. When you have completed this packet you should be able to:
- read the Indiana Driver's Manual.
- pass the driving test.
- obtain your Operator's License.
- renew your Operator's License.

Upon completion of the SAT Packet you should also know:
- the safety signs and signals.
- the highway information signs.
- the meaning and shapes of road signs.
- what to do in case of an accident.

You will find a DICTIONARY OF WORD MEANINGS in the packet to help you. Ask your teacher for help with these words and meanings. It is hoped through the study of the material that you will learn to interact with others in discussing driving regulations and problems that you might be affected by when they occur.

IDM

Indiana
Driver's
Manual

Hoosier State

1816

DICTIONARY OF WORD MEANINGS

AMBULANCE
A vehicle equipped for moving the injured or sick. If someone is hurt, call the **ambulance.**

APPLICANT
One who applies. (ask) An **applicant** must pass the driving test.

ARREST
To take a man/woman to jail for court for an offense. An officer of the law may **arrest** someone who is disobeying the law.

BERM
The area between the road and the ditch. Always park on the **berm** of the highway.

CAUTION
To warn someone to be careful. Yellow signs that warn of danger are **caution** signs.

CROSSWALK
Lines marked on the street to show people where to cross. You must use the **crosswalk** when crossing the street.

COLLISION
Crash. There is a **collision** at the intersection.

DETOUR
Another road used when one is being repaired. We were told to take the **detour** when the road was blocked.

EMBLEM
A symbol to identify. The **emblem** will tell you what to do or where to go.

EMERGENCY
An event that calls for quick help by a person in need. Call the police or fire department in an **emergency.**

EXAMINATION
A test given when you want your driver's license. You must take a test or **examination** before you will be given your license.

INSURANCE
A guarantee against a loss from an accident. The law requires all drivers to carry **insurance.**

INTERSECTION
A crossroad where more than one road meets. Always be ready to stop at an **intersection.**

INTOXICATED
Having too much alcohol to drink. Driving a car while being **intoxicated** is against the law.

LEFT
A direction or location. When you make a **left** turn, be sure to signal in some way.

LICENSE
A special paper that shows you have permission to drive. In order to drive, you must have a **license** issued by the Bureau of Motor Vehicles.

MAXIMUM
The highest limit allowed. The **maximum** speed was 55 miles an hour.

MOTORCYCLE
A vehicle with two wheels that uses the highway. The law requires all **motorcycle** drivers to obey all laws.

MOTOR-BIKE
A lightweight motorcycle. Please observe all the rules of the road when you ride your **motor-bike.**

MOTORIST
A person who drives a vehicle on the road. A **motorist** must not drive unless he has a license.

OBEY
To follow a command. You must **obey** all the road signs.

OCTAGON
A flat eight sided figure. The **octagon** shaped sign means you must stop.

OFFICER
Policeman. The **officer** was directing traffic.

PEDESTRIAN
One going on foot. Always give the **pedestrian** the right of way.

PENTAGON
A sign that has five sides. A **pentagon** shaped sign is used for school crossings.

PERMIT
A beginning license for a person who is learning to drive. You must take a test before receiving a **permit.**

POLICE
A person charged with control of regulations of crime, law and safety. If you need help, call the **police.**

REGISTRATION
The official paper that records a vehicle's license plate number. You must keep the car's **registration** in the car.

RESPONSIBILITY
Something for which one is responsible. It is your **responsibility** to take care of your car.

RIGHT
Direction, location or position. He forgot to turn on his **right** turn signal.

RIGHT-OF-WAY
The right of one vehicle to pass in front of another. The yellow line in the road give him the **right-of-way** to go around the car.

ACTIVITY 1

1. Use the phone book to locate the nearest Auto License Branch. Look under the words "Auto License" or "License Branch." Write the name and phone number in your Student Response Booklet.
2. Call the License Branch and find out the address and the hours it is open. Write the address and hours in your Booklet.
3. Go and get your copy of the Indiana Driver's Manual. Use a map if you need directions. Take a friend with you if you want someone along.

ACTIVITY 2

You need to know how to use the INDEX of the Indiana Driver's Manual. What is an INDEX? An INDEX is a part of a book that lists or tells what is in the book. The information is usually listed in alphabetical order. That means it is listed in the order the letters appear in the alphabet. If you know the letters of the alphabet, go on. If you have trouble with these, STOP and ask the teacher to help you.

Turn to page 68 in the Driver's Manual. What is the first word in the INDEX? ACCIDENTS is correct. What is listed under the word ACCIDENT? REPORTS and FINANCIAL RESPONSIBILITY, are correct. These are called sub titles.

1. On what page would you find FOG? Write the answer in your Student Response Booklet.
2. Now read the list below and write in your Student Response Booklet the page number where you would find information on each:
   a. Brakes
   b. Flashing Lights
   c. Horns
   d. Change of Name or Address
   e. Wipers

Auto License BRANCH
1st National Bank&Trust 9-4-M-F
MELVINS SHOE SHOP 6-6 daily
22

NOTE TO STUDENT: When you are asked to grade your work, look in the back of the packet. The Answer Key is placed there for you.

The INDEX of your Indiana Driver's Manual will look like this.

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KINDS OF DRIVERS' LICENSES

There are five different kinds of licenses in Indiana. **Only one kind of license may be held at a time.**

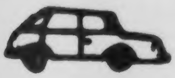
The five kinds are listed below:

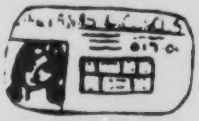
1. Driver Education Learner Permit
2. Learner Permit
3. Operator's License
4. Chauffeur's License
5. Public Passenger Chauffeur's License

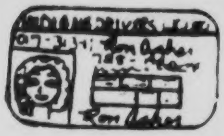
This packet should help you to:

1. Pass the test for your **Learner Permit.**
2. Pass the test for your **Operator's License.**

On the next page you will read about these five kinds of licenses.







THE FIVE KINDS OF LICENSES

1. **DRIVER EDUCATION LEARNER PERMIT:** This kind of permit is for those people who plan to attend a driver education class in their school or a commercial driving school. You must be at least 15 years of age. The permit is good for one year. The cost is $2.00.
2. **LEARNER PERMIT:** This permit is for those people who do not plan to attend a driver's education class. You must be at least 16 years of age. The permit is good for one year. The cost is $2.00.
3. **OPERATOR'S LICENSE:** This is the most common type of license. You must be at least 16 years and 6 months of age to apply for this license. The license is good for 4 years. The cost is $6.00.
4. **CHAUFFEUR'S LICENSE:** This kind of license allows you to drive a vehicle that is used to carry property, either for hire or as an employee. You must be 18 years of age. The license is good for 2 years. The cost is $4.00.
5. **PUBLIC PASSENGER CHAUFFEUR'S LICENSE:** This kind of license allows you to drive a vehicle that carries public passengers. You must be 21 years of age. The license is good for 2 years. The cost is $4.00.

THE LEARNER PERMIT AND THE OPERATOR'S LICENSE

Here are some things you need to know about getting your driver's license. If you want to do more reading, you may read pages 1 through 8 in the Indiana Driver's Manual.

GETTING THE LEARNER PERMIT

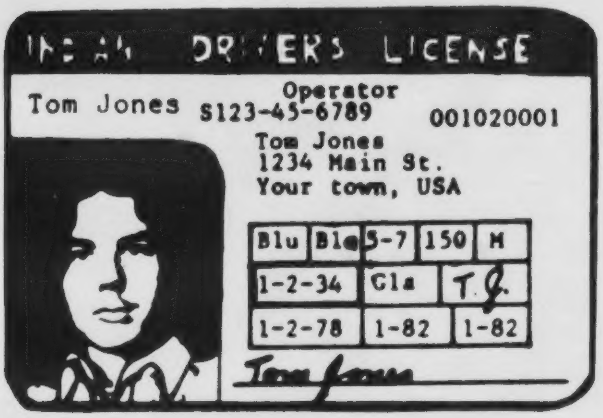
1. You may apply for a Learner Permit if you are 16 years old or older.
2. You must pass the eye test and the written test to get your Learner Permit.
3. You must never drive alone with a Learner Permit.
4. If you are under 18 years of age, you may drive only with your parent, guardian, or relative who is over 18 and has a valid driver's license.
5. If you are over 18, you may drive with anyone who is over 18 and has a valid driver's license.

GETTING THE OPERATOR'S LICENSE

1. You must hold a Learner Permit for at least 60 days before you may apply for an Operator's License.
2. You must apply for an Operator's License no later than the date your Learner Permit expires.
3. You may take the test for the Operator's License only three times during the time your Learner Permit is valid.
4. You must pass the eye test, the written test, and the driving test to get your Operator's License.
5. If you do not pass the tests during this

time, wait until your Learner Permit has expired and apply for a new Learner Permit. After you get your new Learner Permit, you must wait another 60 days before you may apply for an Operator's License.

6. The Operator's License is valid for four years and costs $6.00.
7. Your license will expire in four years during the month of your birthday. To renew your license you must pass the eye test and a written test, and may be asked to take a driving test.
8. You may take the test to renew your Operator's License only three times. If you do not pass the third time, you must write to the Chief Examiner at the Bureau of Motor Vehicles for a fourth test.
9. If you are over 75 years old:
   a. Your Operator's License is only good for two years and costs $3.00.
   b. Your license will expire in 2 years during the month of your birthday. To renew your license, you must pass the eye test, a written test, and a driving test.



THE DRIVER EXAMINATION

Here are some things you need to know about passing the driver examinations. If you want to do more reading, you may read pages 9 through 15 in the Indiana Driver's Manual.

PASSING THE EYE TEST

1. You must be able to see well enough to drive safely.
2. Your vision must be at least 20/40 without glasses or contact lenses or 20/50 with glasses or contact lenses.
3. If you wear glasses or contact lenses to drive, be sure to wear them when you take the eye test.

PASSING THE WRITTEN TEST

To get either your Learner Permit or your Operator's License, you must pass a written test on the rules of driving.

1. You must be able to name the seven basic basic types of highway signs.
2. Your test may be either a true-false test or a multiple choice test.
3. If you do not pass the test, you have to wait until the next day (24 hours) to take another test.
4. If you do not pass the written test, the examiner cannot give you the other tests.
5. If you are renewing your Operator's License, you may take the written test only three times. If you do not pass the third time, you must write to the Chief Examiner at the Bureau of Motor Vehicles for a fourth test.
6. The answers for the written test may be made in writing or you may use a machine and push buttons to make your answers.

PASSING THE DRIVING TEST

1. To get your Operator's License you must pass a driving test to show how well you can drive and obey the Indiana rules of the road. The examiner will ride with you.
2. Before you may take the driving test, the examiner will check to see that your car is safety inspected and legally equipped.
   a. You must have a safe, clean vehicle.
   b. The vehicle must have a valid state inspection sticker and the inspection receipt.
   c. You will need your registration certificate.
   d. You must come with a properly licensed driver.
3. When your car is approved, the driving test will begin.
4. The examiner will ask you to sit behind the wheel and he/she will sit in the seat beside you.
5. You will fail the driving test if you do one of the following:
   a. Fail to follow instructions given by the examiner.
   b. Violate a traffic law during your test.

c. Commit a dangerous act which could cause a pedestrian or another driver to make an effort to avoid an accident.

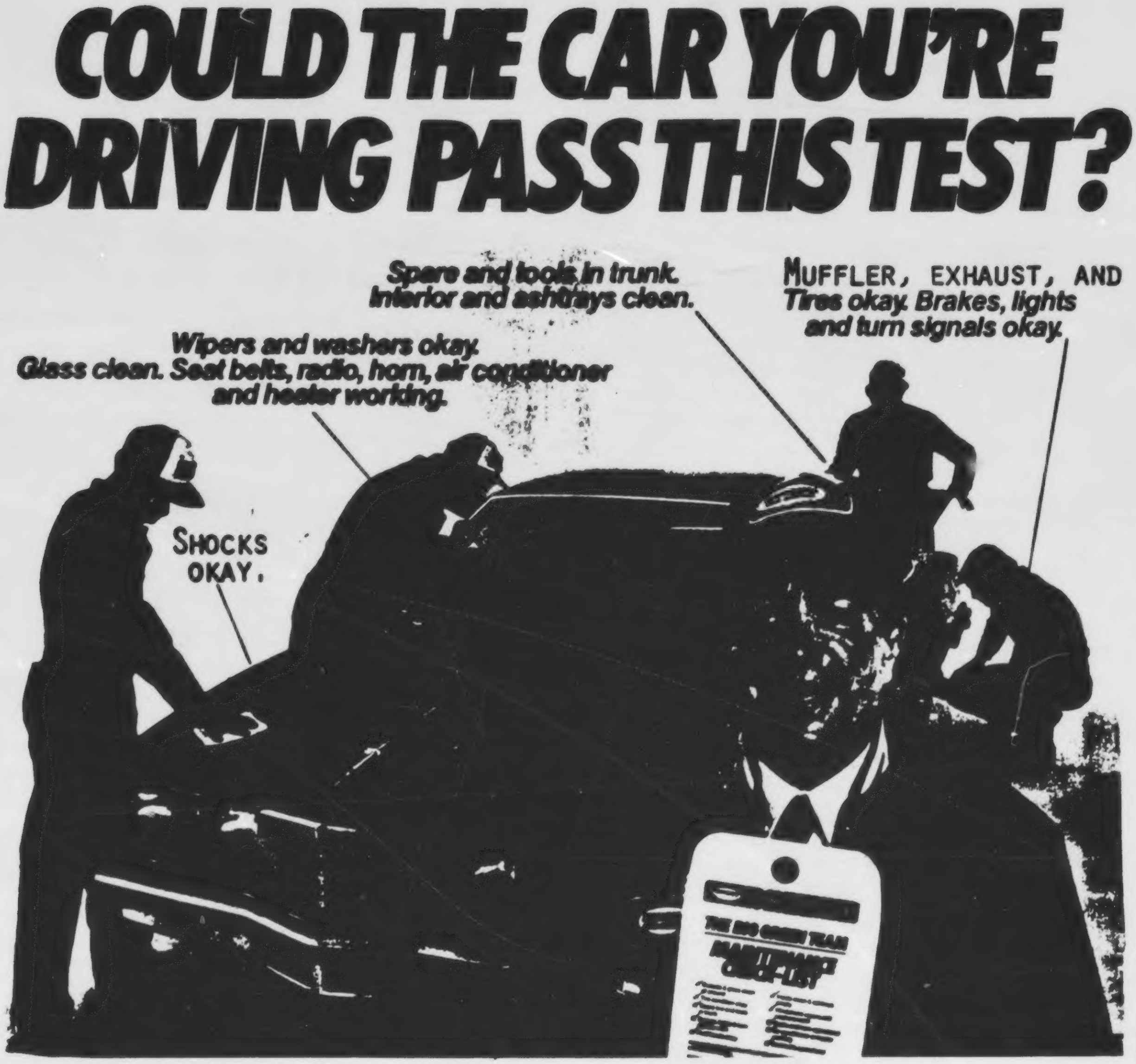
d. Have an accident which is even partly your fault.

e. Show that your driving ability does not meet the required standards listed in the Indiana Driver's Manual.

6. If you fail the driving test, you must wait 2 weeks before you can take it again.

ACTIVITY 3

Look at the picture below. See if you can find 5 things to be checked on your car. Write the answers in your Student Response Booklet.


COULD THE CAR YOU'RE DRIVING PASS THIS TEST?
Spare and tools in trunk. Interior and ashtrays clean.
MUFFLER, EXHAUST, AND Tires okay. Brakes, lights and turn signals okay.
Wipers and washers okay. Glass clean. Seat belts, radio, horn, air conditioner and heater working.
SHOCKS OKAY.

ACTIVITY 4

Everyone who owns and drives a car must have his/her car registered yearly. The license plates for your car are purchased at the same time your car is registered. You must have your car registered and buy your plates at a certain time each year. The time when you do this depends on the first letter of your last name.

1. Read the schedule below. Put a check ( ) by the month when you should buy your plates and register your car. Do this in your Student Response Booklet.

JANUARY
Corporations must register

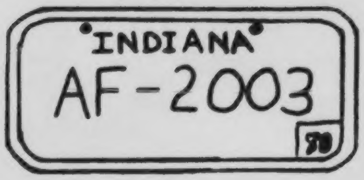
FEBRUARY
If your last name begins with A through C or if you own a truck, trailer, or camper, etc.

MARCH
If your last name begins with D through H

APRIL
If your last name begins with I through N
MAY
If your last name begins with O through S
JUNE
If your last name begins with T through Z

The cost of your license plates will be $12.25. Along with this, you must pay excise tax. This amount is determined by the year of your car and the value of your car when it was new.

1. Look at the chart on page 53 of your Driver's Manual. See if you can figure out how much your excise tax should be. If you have trouble, ask your teacher for help or call a License Branch.



ACTIVITY 5

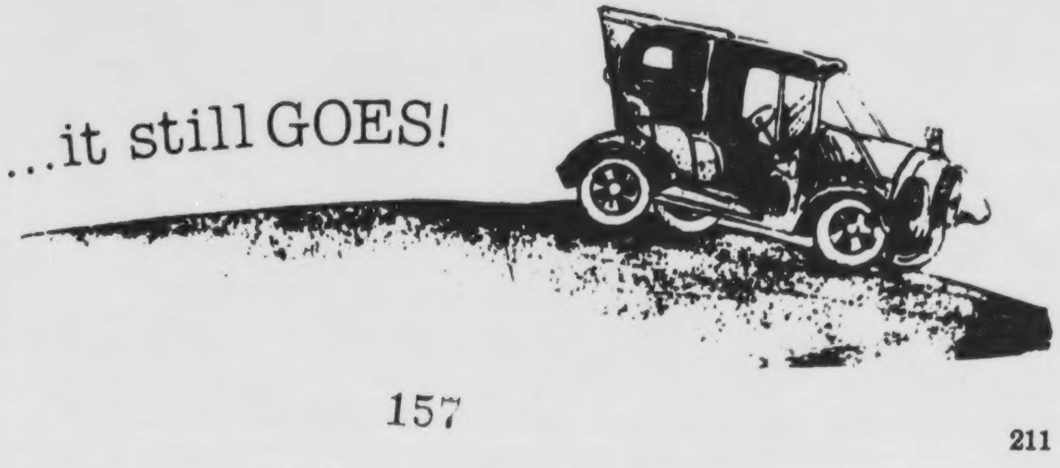
Check your family car for the following items. Write the answers in your Student Response Booklet.

1. MODEL
2. SERIAL NUMBER
3. COLOR
4. ENGINE NUMBER
5. LICENSE NUMBER
6. SAFETY EQUIPMENT ON YOUR CAR
7. INSPECTION DATE

ACTIVITY 6

Read the following questions. Write the answers in your Student Response Booklet. Go back to what you have read in this book if you need help.

1. If you have your Learner Permit and you are over 18, you are allowed to:
   a. Drive only with a driving instructor.
   b. Drive only with someone who is over 18 and has a valid driver's license.
   c. Drive alone.
2. A Learner Permit is good for only one year. Before the end of this year you must:


...it still GOES!

a. Enroll in a driver's school.
b. Drive alone.
c. Apply for an Operator's License.

3. Your Operator's License will be valid for:
   a. 4 years.
   b. 6 years.
   c. 2 years.

4. To get your first Operator's License you must pass:
   a. A written test and an eye test only.
   b. A written test only.
   c. A written test, an eye test, and a driving test.

5. To renew your Operator's License you may be asked to take:
   a. A written test and an eye test only.
   b. A written test only.
   c. A written test, an eye test, and a driving test.

6. In all written driver's tests you will be asked to know:
   a. The registration number of your car.
   b. The seven basic signs by their meaning, shape, and color.
   c. What kind of turn signals are used when driving.

7. You will fail your driving test if you:
   a. Do not stop for a stop sign.
   b. Cannot parallel park perfectly.
   c. Fail to fasten your seat belt.

When you have finished, check your work with the Answer Key. If you missed any questions, you need to read this section again. If you did not miss any, go on to ACTIVITY 7.

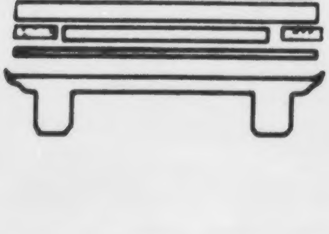
There's a whole other world out there. Ours.

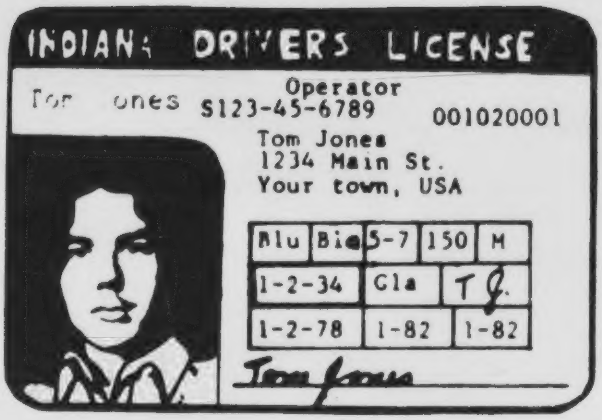
ACTIVITY 7

Read the following questions. Write the answers in your Student Response Booklet.

1. In Indiana, how many kinds of licenses are there?
2. How many kinds of licenses may you hold at one time?
3. If you are under 18 and have a Learner Permit, who must accompany you every time you drive?
4. If you are 18 or over and have a Learner Permit, who must accompany you every time you drive?
5. How old must you be before you can apply for a Learner Permit?
6. For how long is your Learner Permit valid?
7. How many times during the period your Learner Permit is valid may you take the test for the Operator's License?
8. What kind of license allows you to drive a vehicle that is used to carry property, either for hire or as an employee?
9. What kind of license allows you to drive a vehicle that carries public passengers?
10. How often does an Operator's License have to be renewed?
11. Which tests must you take to renew your Operator's License?
12. If you are over 75, how often do you need to renew your license?
13. If you are over 75, which tests must you take to renew your license?
14. What two tests must you take to get a Learner Permit?
15. What three tests must you take the first time you apply for an Operator's License?

When you have completed this Activity, check your work with the Answer Key. Look up the answers to any questions that you missed. Read the material again. Then try to answer the questions that you missed. You must be able to answer each question before you go on to the next section, TRAFFIC SIGNS AND HIGHWAY MARKINGS.





INDIANA DRIVERS LICENSE

Tom Jones
Operator
S123-45-6789
001020001

Tom Jones
1234 Main St.
Your town, USA

Blu	Bie	5-7	150	M
1-2-34	Gla	T J.		
1-2-78	1-82	1-82		

Tom Jones

Watch for
Signs & Signals

TRAFFIC SIGNS AND HIGHWAY MARKINGS

In order to pass any driving test in Indiana, you must know the shapes of the seven basic signs. The colors of these signs are also important.

COLOR

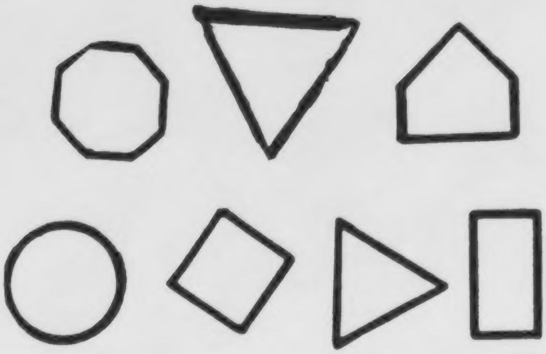
Open your Driver's Manual to the section called "Traffic Signs and Highway Markings." You should find this on page 16. Read the first paragraph and the section on color.

You will need to memorize the message of each traffic sign color:

1. **RED SIGN:** Stop or yield the right-of-way
2. **YELLOW SIGN:** Special hazard ahead
3. **GREEN SIGN:** Specific types of information

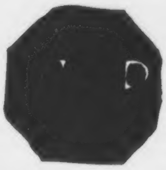
SHAPE

You must also know the seven basic shapes of traffic signs. Read the section on shape on pages 16 and 17 of your Driver's Manual.



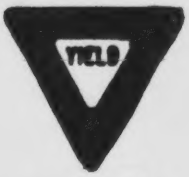
You will not pass your test if you fail to identify each sign by its shape. Each of these signs, its shape, color, and meaning is described on the following pages. You must know them.

1. **STOP**
SHAPE: Eight-sided
COLOR: Red



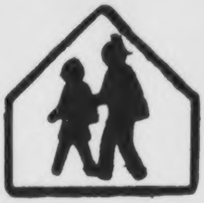
a. You must come to a complete stop.
b. You may not drive past the sign to stop.

2. **YIELD**
SHAPE: Triangle
COLOR: Red



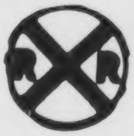
a. You must stop if another car or pedestrian is coming on the intersecting road or street.
b. You should slow down, but you need not stop if the road or intersection is clear.

3.. **SCHOOL ZONE**
SHAPE: Five-sided
COLOR: Yellow



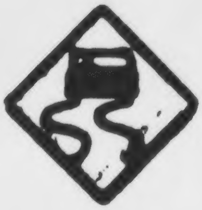
a. You are coming to a place where school children cross the road.
b. You are entering a school area.
c. You must slow down if children are present.

4. **RAILROAD**
SHAPE: Round
COLOR: Yellow



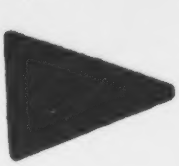
a. You are approaching a railroad crossing.
b. You should slow down and look both ways to see if a train is coming.
c. It is illegal for you to pass a vehicle within 100 feet of a railroad crossing.
d. You must make a complete stop if the red signals are flashing.

5. **WARNING**
SHAPE: Diamond
COLOR: Yellow



a. You are approaching a special hazard.
b. You should adjust your driving to the conditions shown on the sign.

6. **NO PASSING ZONE**
SHAPE: Pennant
COLOR: Yellow

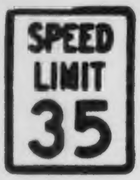


a. You are entering a no-passing zone.
b. You will see this sign on the left side of the road.
c. You will also see a rectangular DO NOT PASS sign and/or a solid yellow line.

7. **INFORMATION**

SHAPE: Rectangle

COLOR: Green or white

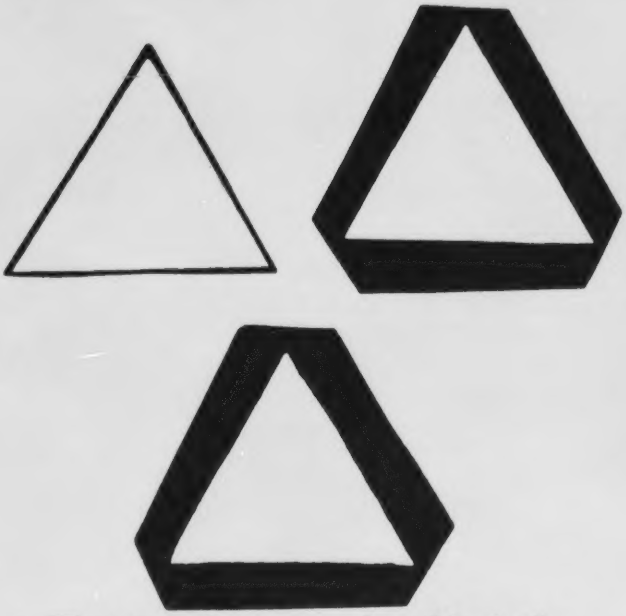


a. You are being given traffic regulations.
b. You are being given general road information.
c. You are being given the names of cities, towns, rivers, and roads along the highway.

ACTIVITY 8

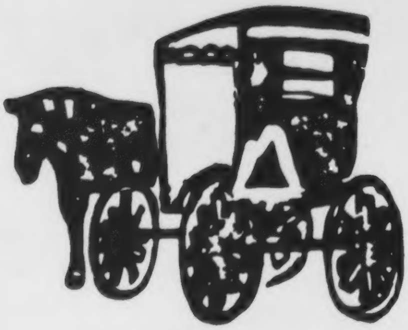
To find out about this special emblem that is used on a slow-moving vehicle read page 19 in your Indiana Driver's Manual.

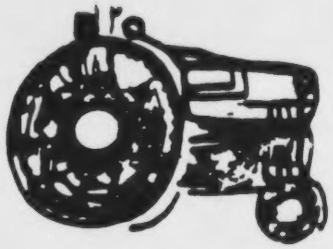
Read the following questions. Write the answers in your Student Response Booklet.

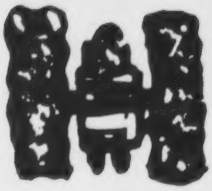


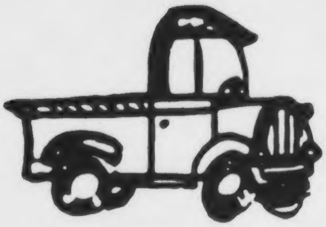
1. What two colors are used on this sign?
2. Give two reasons why this emblem is required.

Look at the pictures on this page and you will know on what vehicles this sign should be used.









ACTIVITY 9

Read the following questions. Write the answers in your Student Response Booklet.

1. What does a red sign mean?
2. Draw a sign for a school zone.
3. What does a pennant-shaped sign mean?
4. What color of sign means that a special hazard is ahead?
5. Draw a sign for information and regulations.
6. What color of sign means that you should stop?
7. What does a green sign mean?
8. What does a round sign mean?
9. What does an eight-sided sign mean?
10. Draw a sign that means to yield.
11. What does a five-sided sign mean?
12. What color of sign shows specific types of information?
13. Draw a sign for a warning.
14. What does a triangular sign mean?
15. What does a yellow sign mean?
16. Draw a no-passing sign.
17. What does a rectangular sign mean?
18. Draw a stop sign.
19. What does a diamond-shaped sign mean?
20. Draw a sign for a railroad crossing.

When you have finished, check your work with the Answer Key. If you missed any of these questions, you need to study pages 16 and 17 in your Driver's Manual. If you did not miss any, go on to the next section, TRAFFIC SIGNALS.

TRAFFIC SIGNALS

Traffic signals are just as important as the signs you have just learned. Find the part in your Driver's Manual called "Traffic Signals." Read pages 17 and 18.

You must know what the STOP-CAUTION-GO Traffic Light means:

1. **RED LIGHT**
   STOP. Remain stopped until the light turns green. You no longer have the right-of-way.
2. **YELLOW LIGHT**
   CAUTION. Clear the intersection before the red light begins. Your right-of-way is ending.
3. **GREEN LIGHT**
   GO. Be sure the street is clear. You have the right-of-way.

You must also know what these traffic signs mean:

1. **GREEN ARROW**
   Proceed with your turn in the direction which the arrow is pointing. You have the right-of-way.
2. **YELLOW ARROW**
   Your right-of-way to turn is ending.

There are additional traffic signs and signals which you need to know. These are covered quickly in the following parts: Flashing Lights, Pedestrian Signals, Flashing Signals on other Vehicles, Special Situations, and the SMV Emblem. Read pages 18 and 19 in your Indiana Driver's Manual. Learn these traffic signs and signals.

ACTIVITY 10

Use the words on this page to answer these questions. Write the answers in your Student Response Booklet.

1. Green Light means ______________ .
2. Red Light means ______________ .
3. Yellow Light means ______________ .
4. Green Arrow means you may ________ .
5. Red Flasher means ______________ .
6. ________ sign means to cross the street.
7. ______________________ says to stop.
8. ______________________ says to go.
9. ________________ says to make a turn.
10. Do not ________ means you should wait until the light turns green.

WORD LIST

1. go
2. stop
3. turn
4. caution
5. slow down
6. green
7. red
8. walk
9. green arrow
10. stop

ACTIVITY 11

Write the answers in your Student Response Booklet. You may look in your Indiana Driver's Manual for help.

1. A red light means ____________ ; you no longer have the right-of-way. Remain ____________ until the signal gives you the right-of-way; do not move until the light turns ____________ and the way is clear of other traffic.
2. A yellow light means that your right-of-way is ending. You must be out of the intersection before the ____________ light ends and the red light begins.
3. A green light means ____________ . You have the right-of-way. Be sure the street is clear. When turning with a green light, remember that you do not have the ____________ ______ ______ over oncoming vehicles or pedestrians. You must yield the right-of-way to oncoming traffic.
4. A green arrow means that you may make an indicated movement, if the way is clear. A green arrow pointing to the left means you have the right-of-way to turn ____________ .
5. If the arrow is pointing to the right, you may make a ____________ hand turn.
6. A yellow arrow, like a yellow light, indicates that a movement is ending. That is, a yellow arrow pointing left or right means that your ____________ ______ ______ is ending.
7. A light that is not steady, but flashed on and off, means that you should make the same movement as indicated by the same colored light that is not flashing. For example a red flashing light means ____________ . A yellow flashing light means ____________ .
8. Certain emergency vehicles like ambulances, police vehicles and fire vehicles are permitted to use a red or blue flashing light on the vehicle. When you see such a flashing light approaching you from any direction, it is your responsibility to ____________ the right-of-way.
9. In certain cases, a police officer's command will be different from the one you see on a traffic sign or signal. In such a case, the traffic officer's command is the one you ____________ .
10. A vehicle emblem has been developed to indicate a slow-moving vehicle. According to law, any vehicle that is not driven over 25 miles an hour is a slow-moving ____________ . There is a sign called SMV that is required. What do the letters SMV stand for? ________________ .

ACTIVITY 12

This is a "Quiz" on traffic lights. Match the terms in the first column with the terms in the second column. Write the answers in your Student Response Booklet. If you need help with this, ask your teacher.

RED	GO
GREEN	SAME AS STOP SIGN
FLASHING RED	CAUTION
YELLOW	STOP
FLASHING YELLOW	SLOW DOWN

Take warning signs seriously to avoid unnecessary accidents.

"The life you save may be your own."

ACTIVITY 13

Read the following questions. Write the answers in your Student Response Booklet.

1. What color of light means your right-of-way is ending?
2. For what does this emblem stand?
3. What does a red light mean?
4. What signal gives you the right-of-way to turn?

5. What does a yellow flashing light mean?
6. What are two things to remember if you are walking at night?
7. What color of light means to stop?
8. What should you do if you see a flashing red or blue light on an emergency vehicle?
9. What does a yellow light mean?
10. What are two reasons for putting an SMV emblem on a slow-moving vehicle?
11. What color or light means you can go through an intersection?
12. What should you do if a police officer gives you a command that is different from the traffic signal?
13. What does a red flashing light mean?
14. What sign means your right-of-way to turn is ending?;
15. What must you always do if you are behind a school bus which has stopped to let off passengers?

STUDENT RESPONSE BOOKLET

for

COMMUNITY RESOURCES - 13
AUTOMOBILE OPERATION AND REGULATIONS

ACTIVITY 1

1. Auto License Branch
   Name ______
   Phone Number ______
2. License Branch Address ______
   Hours ______
3. ______ Put a check mark (✓) after you get a Driver's Manual.

ACTIVITY 2

1. ______
2. a. Brakes ______
   b. Flashing Lights ______
   c. Horns ______
   d. Change of Name and Address ______
   e. Wipers ______

ACTIVITY 3

1. ______
2. ______
3. ______
4. ______
5. ______

ACTIVITY 4

1. Put a check mark (✓) by the month when you should buy your plates and register your car:
   ______ January
   ______ February
   ______ March
   ______ April
   ______ May
   ______ June

ACTIVITY 5

1. Model ______
2. Serial Number ______
3. Color ______
4. Engine Number ______
5. License Number ______
6. Safety Equipment on Your Car ______
   ______
   ______
7. Inspection Date ______

ACTIVITY 6

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________

ACTIVITY 7

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________

ACTIVITY 8

______ Put a check mark (✓) after you have read page 19 in your Indiana Driver's Manual.

1. ____________
   ____
2. ____________
   ____

ACTIVITY 9

1. ____________
2. Draw a school zone sign.
3. ____________
4. ____________
5. Draw an information sign.
6. ____________

7. ____________________

8. ____________________

9. ____________________

10. Draw a yield sign.

11. ____________________

12. ____________________

13. Draw a warning sign.

14. ____________________

15. ____________________

16. Draw a no-passing sign.

17. ____________________

18. Draw a stop sign.

19. ____________________

20. Draw a railroad crossing sign.

ACTIVITY 10

1. Green light means ____________________
2. Red light means ____________________
3. Yellow light means ____________________
4. Green arrow means you may ____________________
5. Red flasher means ____________________
6. ____________________ sign means to cross street.
7. ____________________ says to stop.
8. ____________________ says to go.
9. ____________________ says to make a turn.
10. Do not ____________ means you should wait until the light turns green.

WORD LIST

Go
Slow Down
Green Arrow
Stop
Green
Turn
Red
Caution
Walk

ACTIVITY 11

1. ____________________
____
____
2. ____________________
3. ____________________

________________________ _____ ______

4. ________________________________
5. ________________________________
6. ________________________ _____ ______
7. ________________________________

____

8. ________________________________
9. ________________________________
10. ________________________________

____

ACTIVITY 12

RED
GREEN
FLASHING RED
YELLOW
FLASHING YELLOW

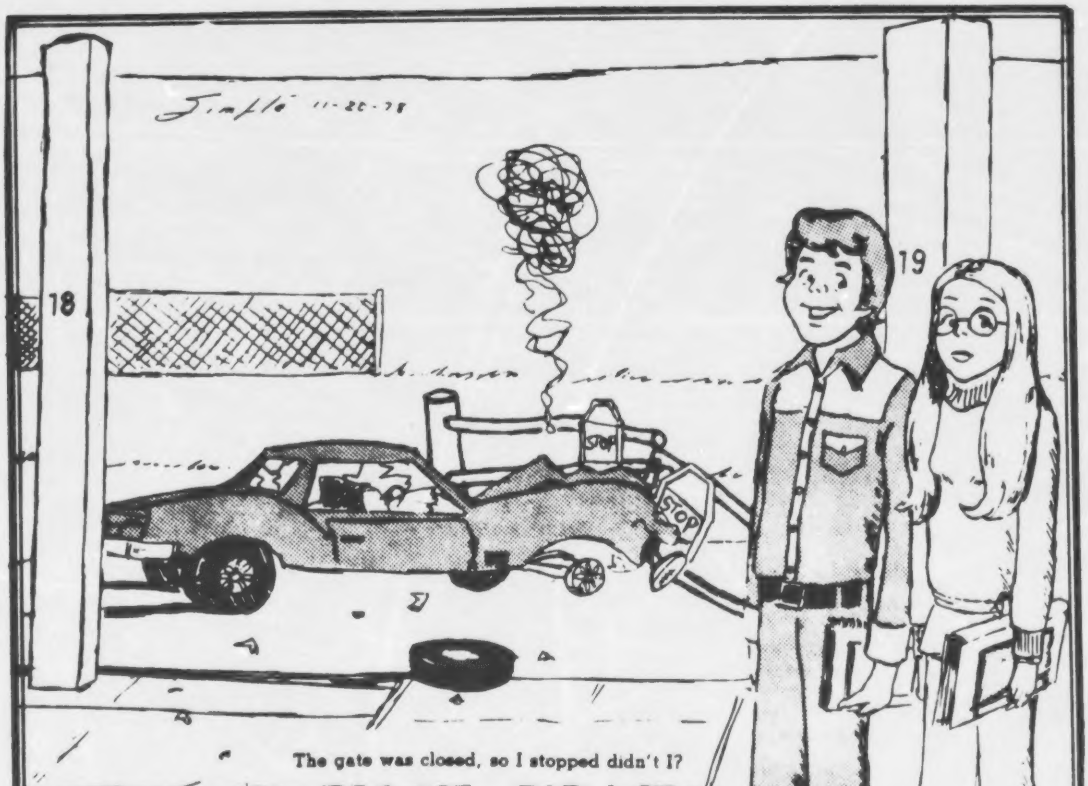
GO
SAME AS STOP SIGN
CAUTION
STOP
SLOW DOWN

ACTIVITY 13

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________

COMMUNITY RESOURCES 13

This section is for the student who wants to know more about our laws and how it affects the driver of a car.



The gate was closed, so I stopped didn't I?

INDIANA
TRAFFIC LAWS

SPEED LIMITS

You must be aware of the posted speed limits as you drive. Open your Driver's Manual to page 24 and find the section on SPEED LIMITS. Read the chart of MAXIMUM SPEED LIMITS FOR CARS, BUSES, AND TRUCKS.

These speeds are TOP legal speeds under safe driving conditions:

HIGHWAY:
55 MPH or as posted

BUSINESS AND RESIDENTIAL DISTRICT:
30 MPH or as posted

SCHOOL ZONE:
25 MPH when children are present; otherwise, as posted

There are many times when it is unwise and even dangerous to drive at the maximum speed. Finish reading the section on speed limits.

Here are some things to remember when controlling your speed:

1. Location
2. Weather
3. You
4. Your vehicle
5. Traffic
6. The road

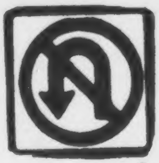
CITIZEN SMITH
By Dave Gerard

"No, I never have ticketed a truck driver I can't catch up with them!"

TURNS AND SIGNALS

There are several laws to remember about making turns. You may not turn whenever and however you may want. Read the section on TURNS AND SIGNALS in your Driver's Manual on pages 24 and 25.

U-TURNS



If a U-turn must be made, it must be done very carefully. There are 4 conditions under which a driver is not allowed to make a U-turn. Read the section on U-turns on page 25 to learn these 4 conditions.

You cannot make a U-turn—that is, turn your car around so that you are driving in the opposite direction from the one you were travelling in—under the following conditions:

1. When you are entering a curve.
2. When you are approaching the crest of a hill where your vehicle cannot be seen by the driver of any other vehicle approaching from either direction within 750 feet.
3. When you are driving on superhighways.
4. When U-turns are prohibited by official signs.

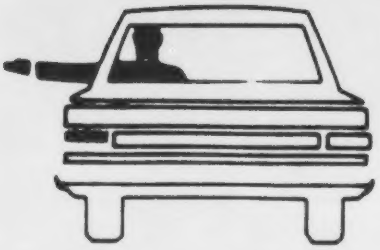
SIGNALS FOR TURNING AND STOPPING

It is important that you always give plenty of advance warning before making a turn. Traffic today is not only heavier, but it also moves faster. Open your Driver's Manual to the section on SIGNALS FOR TURNING AND STOPPING on page 26. Read the information to find the three things you must do before making a turn.

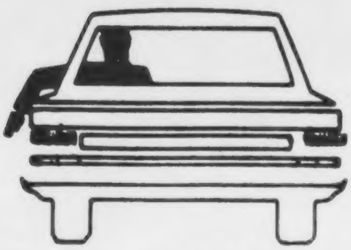
REMEMBER . . .
If the speed limit is under 50 miles per hour, you must signal for 200 feet.

If the speed limit is 50 or more miles per hour, you must signal for 300 feet.

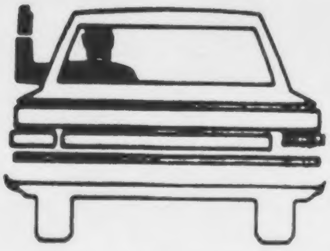
Read the information on making a turn on page 27. You will find 5 times when you must signal for a turn.



left turn



slow or stop



right turn

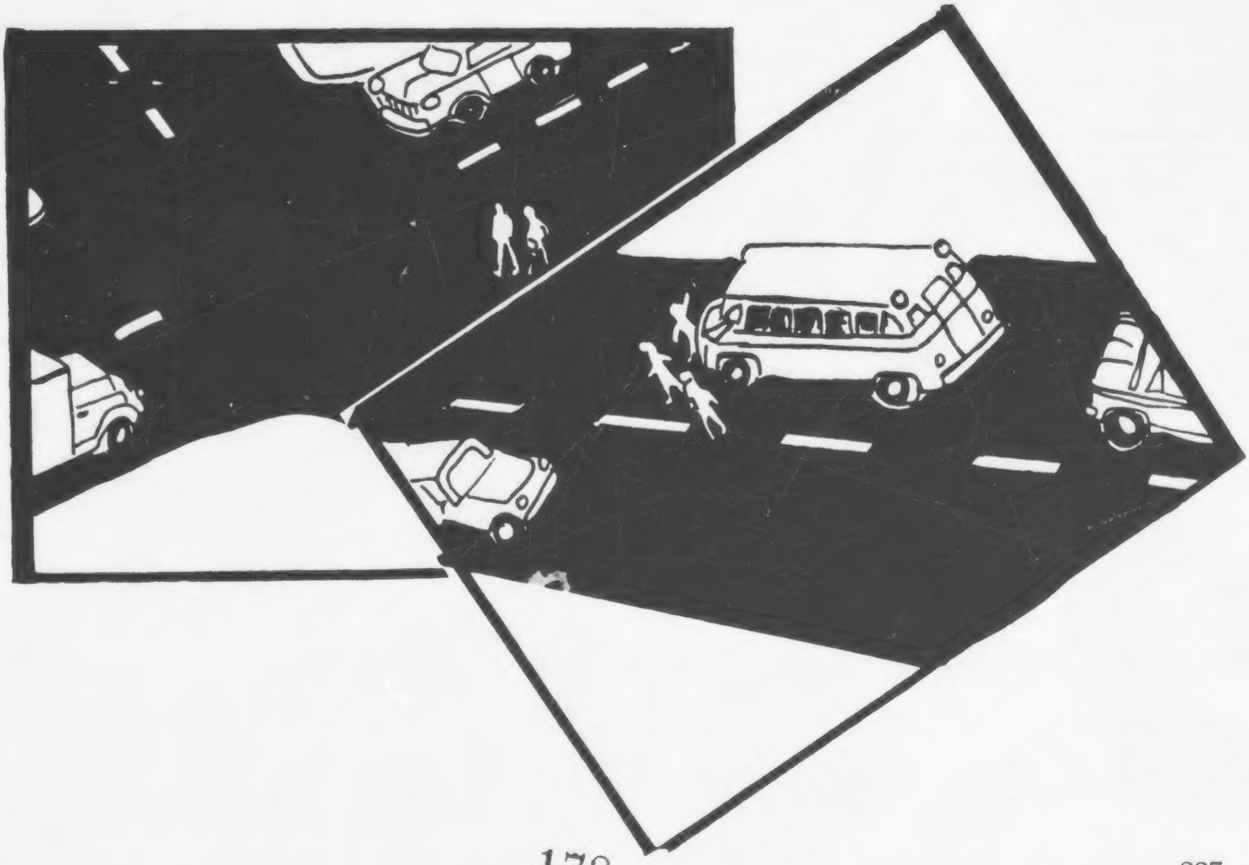
THE RIGHT OF WAY

There are four situations in which you should yield the right-of-way. Read the section on the RIGHT-OF-WAY on pages 27 and 28 of your Driver's Manual.

You should always yield the right-of-way:

1. To pedestrians
2. At an intersection to the car which reaches or enters the intersection first
3. To emergency vehicles
4. To funeral processions

Indiana Driver's Manual



ANTI-LITTERING LAW

You should not throw things from your motor vehicle. Read the section on the ANTI-LITTERING LAW on page 28.

STOPPING FOR SCHOOL BUSES

You must always stop for a school bus which is stopped on the highway and is either picking up or letting off students.

Here is the only exception:

> You do not have to stop if you and the school bus are going in opposite directions on a road that has more than two lanes — and is separated by a dividing strip at least 20 feet wide.

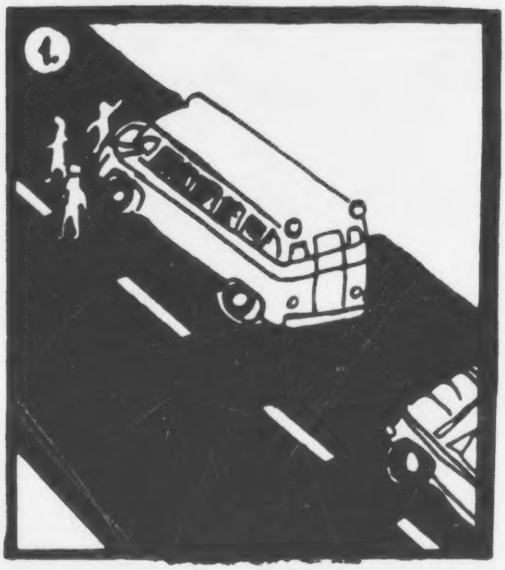
Read the section on STOPPING FOR SCHOOL BUSES in your Driver's Manual on page 27.

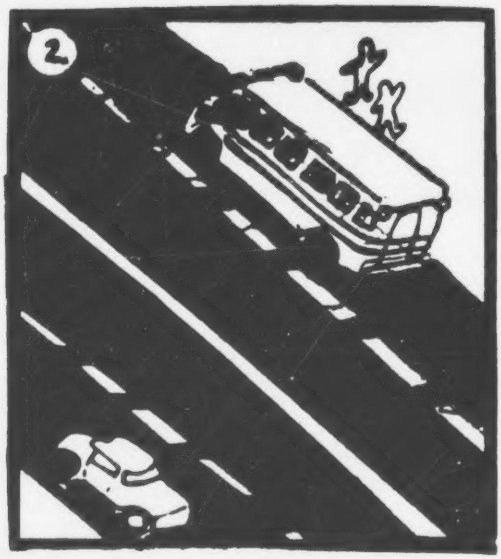
ACTIVITY 1

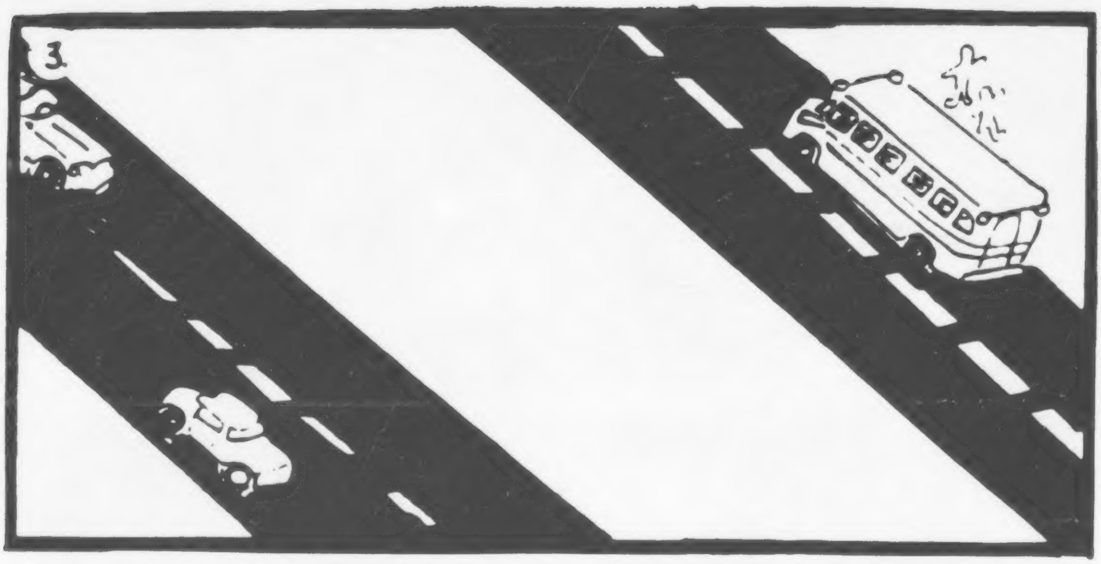
Write the answers to these questions in your Student Response Booklet.

1. If you want to make a turn, and you are traveling at 50 or more miles per hour, for how many feet must you signal?
2. Do you have to worry about using a turn signal when you turn into traffic from a parking place?
3. When is it against the law to pass a school bus?
4. What are 3 things you must do before making a turn?
5. How fast are you traveling if you must signal for 300 feet that you want to make a turn?
6. If you have something messy in your car, is it legal to throw it out the window?
7. What kind of a signal should you give if you are slowing down or stopping?
8. What are the 4 situations in which you should yield the right-of-way?
9. Do you need to signal if you are only making a right turn?
10. Look at the pictures on the next page. In which picture do you NOT have to stop for the school bus?

ACTIVITY 1 (cont'd)

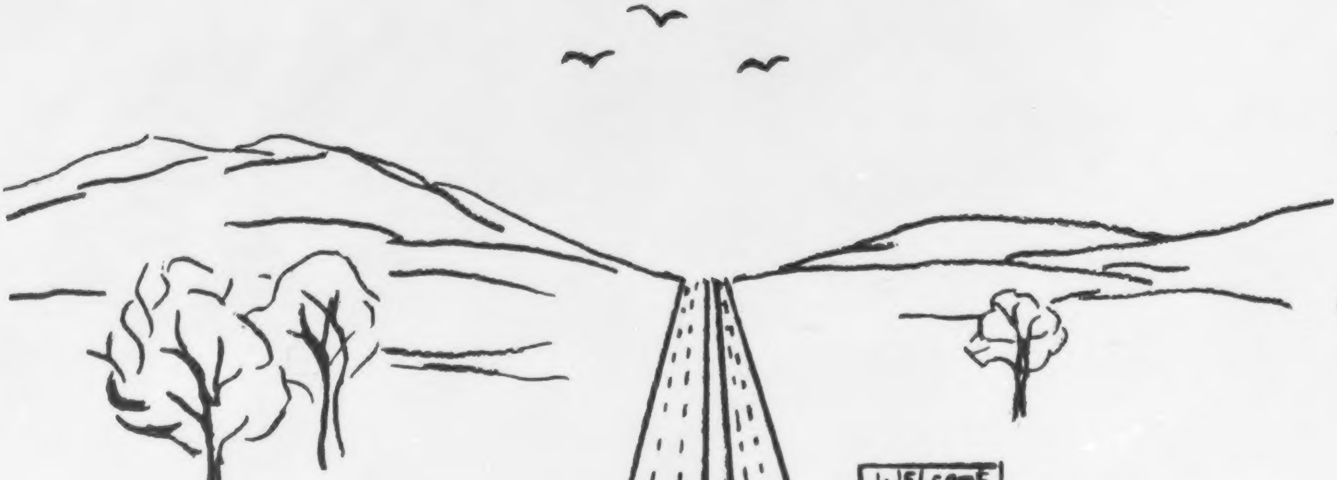






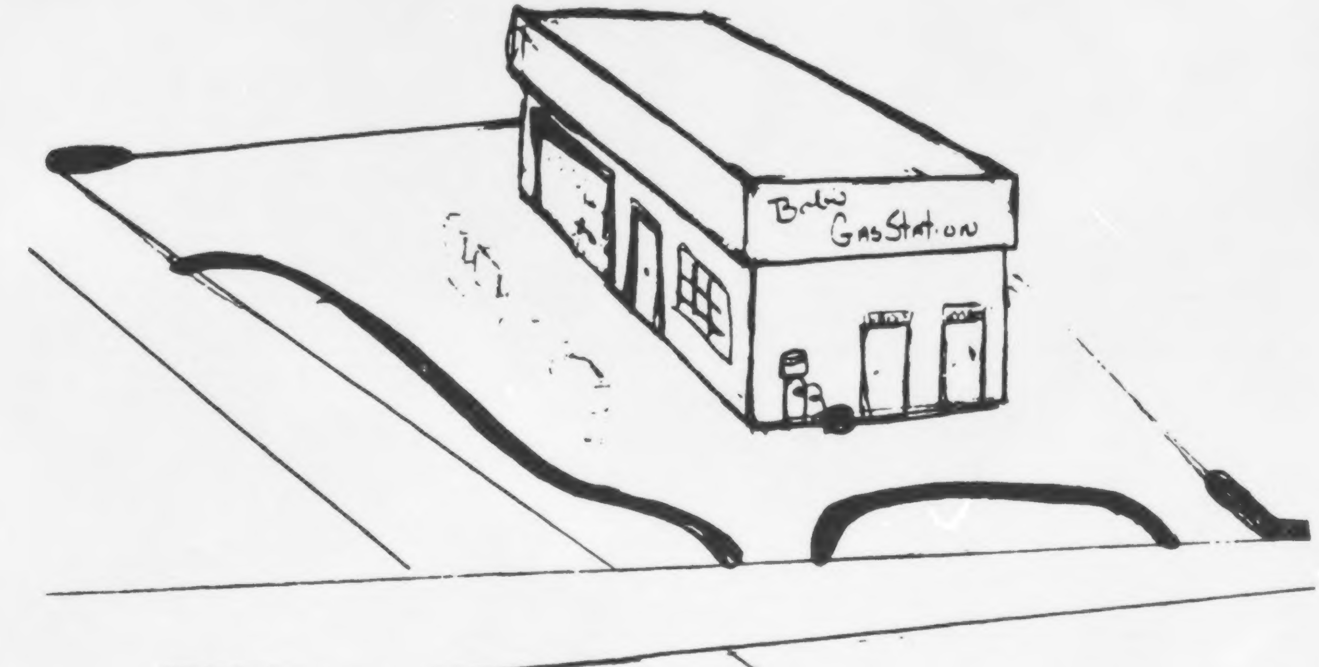
ACTIVITY 2

Look at this picture. Which direction and on which side of the road should the cars be traveling. Draw the cars in the right place in your Student Response Booklet.



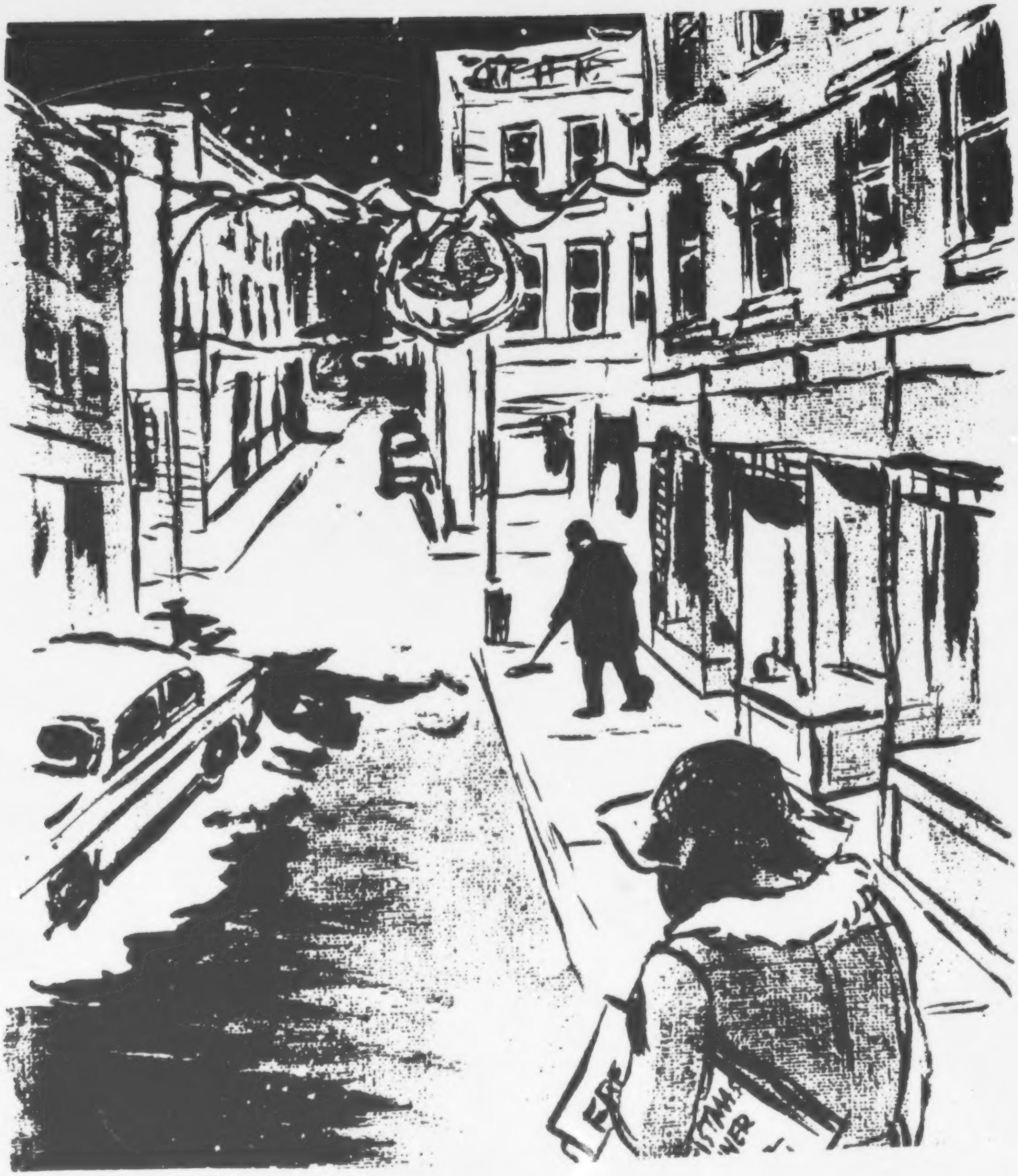
ACTIVITY 3

Look at the picture. Talk to another student or your teacher. Where should you put a stop sign? Using two small plastic cars that the teachers will give to you, show what side of the road the vehicles should be on in this picture.



ACTIVITY 4

Look at the picture. Where would you put a traffic sign?



ACTIVITY 5

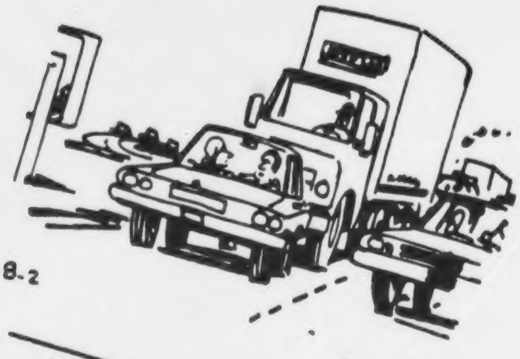
Look in the INDEX of the Driver's Manual. What are some things that affect speed when a person drives. Write the answers in your Student Response Booklet.

FACT:
35 per cent of fatal accidents involve speed -- or speed too fast for conditions.

FACT:
Energy increases as the square of speed. Impact at 70 mph is not twice what it is at 35—it's four times as much!

FACT:
A driver at 70 mph gains only 7 minutes in 50 miles over the driver traveling at 60 mph

YOUR FOOT ON THE GAS PEDAL CONTROLS THE SPEED PROBLEM



8-2

"Just once I'd like to drive 55 without feeling like I'm in everybody's way."

SPEED

Speed does kill. The space that is easiest to control is the space ahead of your car. The rule of thumb is to allow one car length for every ten miles per hour. Another rule is the two second rule. It is easier to adapt for today's drivers.

How do you use the two-secone rule? First choose a fixed object on the road ahead. This could be a sign post. It could be a tree. It could be a bridge. When the car ahead passes that object begin to count. Count one thousand one, one thousand two. If you reach the object before you finish counting, **slow down.** You are driving too fast.

ACTIVITY 6

Read this chart. Then answer the questions in your Student Response Booklet. If you need help, ask your teacher.

RATIONALE FOR 2 SECONDS FOLLOWING DISTANCE

CAR SPEED	FT. CAR WILL TRAVEL IN 1 SECOND	AT 1 CAR LENGTH FOR EACH 10 M.P.H. YOU WILL BE: (based on 20 ft. vehicle)	2 SECOND SAFETY RULE YOU WILL BE:
30 =	44.4	60 ft. back	88 8 ft back
40 =	58 6	80 ft. back	117 2 ft. back
50 =	73 3	100 ft. back	146 6 ft back
60 =	88.0	120 ft. back	176 0 ft. back

1. If the speed of the car is 30 miles an hour, how far will it travel in one second? How far will it travel in two seconds?

DO YOU KNOW WHERE TO CALL FOR HELP?

Here is a list of the Indiana State Police Posts and a locator map.

Telephone Numbers

District 12
South Bend
219-233-1123

District 13
Lowell
219-696-6161

District 14
Lafayette
317-463-1515

District 21
Ligonier
219-894-3141

District 22
Fort Wayne
219-432-2502

District 23
Peru
317-473-6666

District 24
Pendleton
317-778-2121

District 25
Redkey
317-369-2561

District 31
Putnamville
317-653-4114

District 32
Terre Haute
812-299-1151

District 33
Bloomington
812-332-4411

District 34
Jasper
812-482-1441

District 35
Evansville
812-425-2266

District 41
Connersville
317-825-2115

District 42
Versailles
812-689-5000

District 43
Seymour
812-522-1441

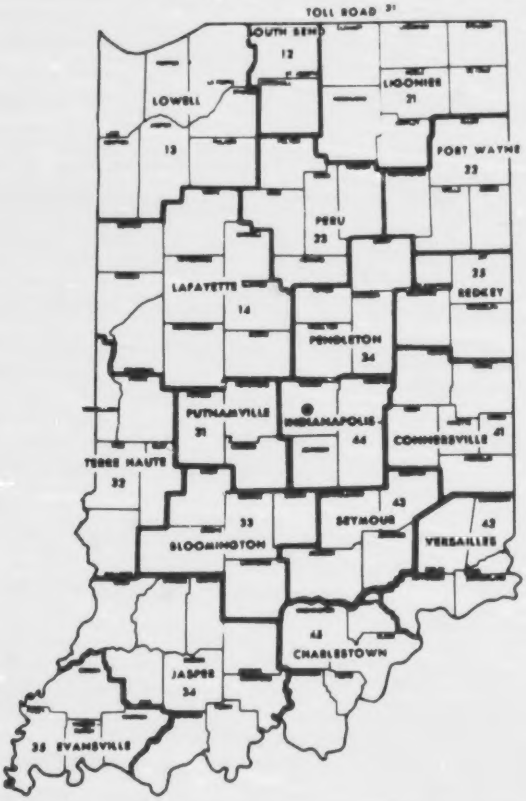
District 44
Indianapolis
317-633-4964

District 45
Charlestown
812-256-3333

District 51
Toll Road
219-234-4157

Locator Map

Hoosier State


TOLL ROAD 51
SOUTH BEND 12
LOWELL
13
LIGONIER 21
FORT WAYNE 22
PERU 23
25 REDKEY
LAFAYETTE 14
PENDLETON 24
PUTNAMVILLE 31
INDIANAPOLIS 44
CONNERSVILLE 41
TERRE HAUTE 32
33
BLOOMINGTON
SEYMOUR 43
42 VERSAILLES
45 CHARLESTOWN
JASPER 34
35 EVANSVILLE

ACTIVITY 7

Use the map above and the police post directory to answer these questions. Write the answers in your Student Response Booklet.

1. If you lived in District 44, where would you call?
2. If you lived in District 35, where would you call?
3. If you lived in District 14, where would you call?

FINANCIAL RESPONSIBILITY

If you have an accident, you must show proof of financial responsibility. This means you can prove you can pay for damages if it is your fault.

There are two ways to show this:

1. Show that you have insurance.
   $15,000 for injury or death of 1 person
   $30,000 for 2 or more people
   $10,000 for damage to property
   You can get a form from your insurance agent to fill out.
2. If you do not have insurance, you must post bond. You can pay cash instead of a bond. Within 60 days you will receive a notice of the amount you must post or pay. You have 15 days to send the money to the Bureau of Motor Vehicles.

You will lose your driving rights if you fail to show proof of financial responsibility.

1514
3712 345678
P FROST

ACCIDENTS

There are ten things you should do in case of an accident.

1. **Always** stop after an accident.
2. Check to see if anyone is injured.
3. Write down information about the other car and driver.
4. If there is damage leave your:
   Name
   Address
   Telephone Number.
5. If there are injured persons you should get:
   Name
   Address
   Description of injuries.
6. Describe damages to cars involved in the accident.
7. You should know three things about any witnesses:
   Name
   Address
   Telephone Number.
8. Write down the description of the accident. You should include:
   Speed of the vehicles involved
   Weather and road conditions
   Date, time of day
   Location of the accident
   Draw a diagram of the accident.
9. Notify your insurance company.
10. Do not sign any statements. Do not admit guilt.

ACTIVITY 8

What should you do in case of an accident? Read the following questions and write the answers in your Student Response Booklet. Look at your Indiana Driver's Manual for help.

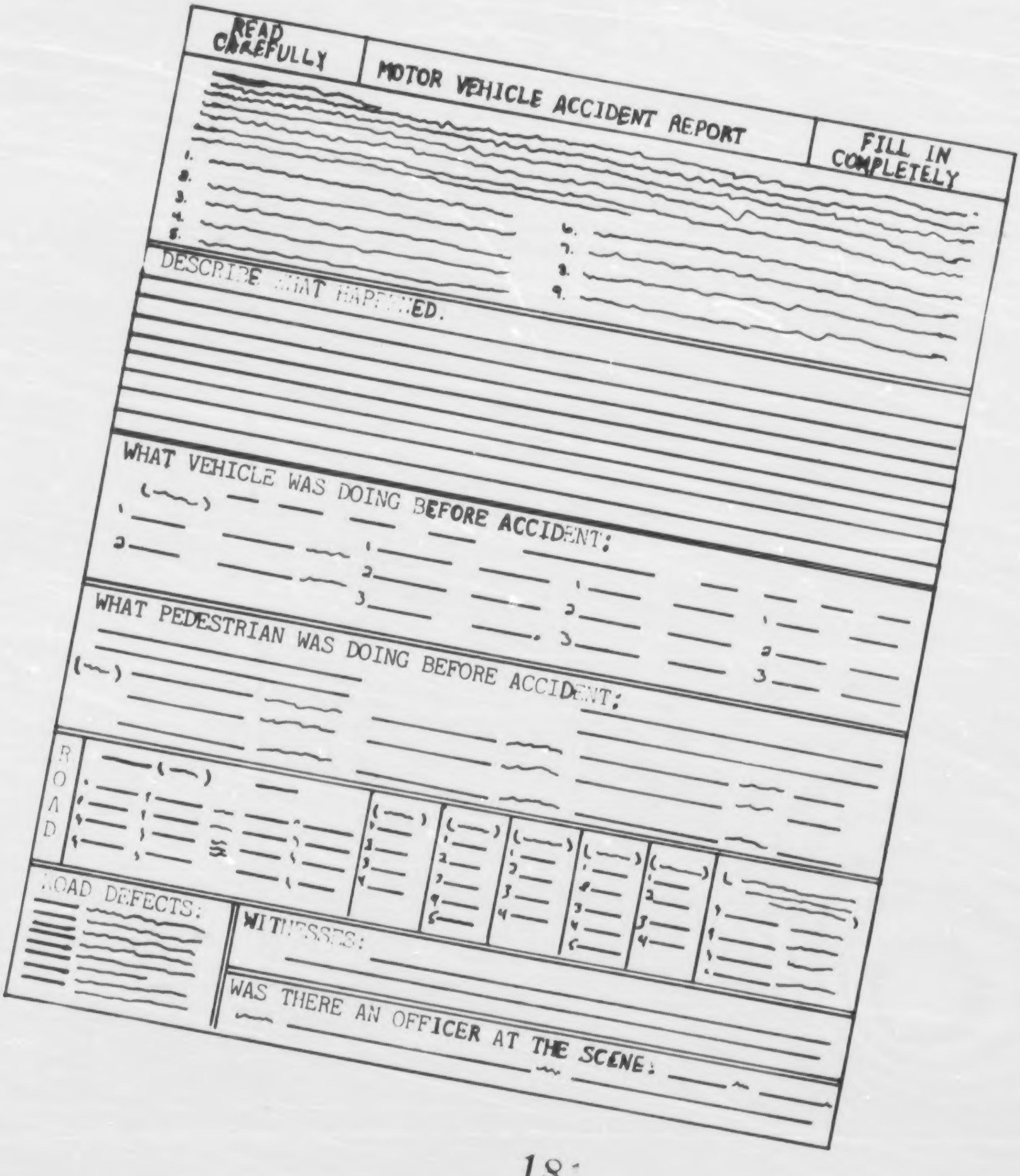
1. Name at least five things you should do in case of an accident.
2. Indiana law requires that you fill out an accident report form and submit it to the State Police within ________ days of the accident which results in injury, death, or property damage of over $ ____________ .
3. Proof of financial responsibility must be sent to the Bureau of Motor Vehicles within ________ days after an accident.
4. Name the two ways you may prove financial responsibility.
5. Failure to file an accident report or show

proof of financial responsibility may result in ______________________________

______________________________________.

ACTIVITY 9

If you have an accident you must fill out a form. Look in your packet for the yellow copy. It will look something like the one on this page. Ask your teacher if you need help in filling out this accident report.



READ CAREFULLY

MOTOR VEHICLE ACCIDENT REPORT

FILL IN COMPLETELY

DESCRIBE WHAT HAPPENED.

WHAT VEHICLE WAS DOING BEFORE ACCIDENT:

WHAT PEDESTRIAN WAS DOING BEFORE ACCIDENT:

ROAD

ROAD DEFECTS:

WITNESSES:

WAS THERE AN OFFICER AT THE SCENE:

INDIANA'S IMPLIED CONSENT LAW

> "Any person who drives, operates, or is in actual physical control of a vehicle on the public highways shall be deemed, by virtue of such driving, to have given his implied consent to submit to a chemical test for intoxication when asked to by any law enforcement officer.
>
> If any person shall refuse to submit to a chemical test, he may be arrested and charged with driving while under the influence, and his current driving license shall be delivered to the judge of the court in which such charge is filed, along with a certificate of refusal to submit to a chemical test, on a form designed and furnished by the Commissioner of the Bureau of Motor Vehicles."

Open your Driver's Manual to page 28 and find the section on INDIANA'S IMPLIED CONSENT LAW. Read this section.

If you refuse to take the chemical test for intoxication, one or both of the following things may happen to you:

1. Your license shall be suspended for one year and/or
2. You may be arrested for driving under the influence.

DRINKING AND DRIVING

If you have a blood alcohol concentration higher than .10%, this is considered evidence of driving under the influence. Read the

12
9
6
SPIRITS
101-PROOF

section on DRINKING AND DRIVING on pages 28 and 29 of your Driver's Manual.

DRUGS AND DRIVING

Almost any drug can affect your driving skill. You should never use drugs and alcohol at the same time. Now read the section on page 29 on DRUGS AND DRIVING in your Driver's Manual.

ACTIVITY 10

Write the answers to these questions in your Student Response Booklet.

1. If the chemical test results show that a person is driving under the influence of alcohol, what will happen to him?
2. If a person refuses to submit to a chemical test, what can happen to his license?
3. Are exercising, black coffee, and fresh air usually helpful for getting alcohol out of your bloodstream?
4. What is the most common method of measuring blood alcohol concentration in Indiana?
5. If you are careful, is it usually safe to use drugs and alcohol at the same time?

When you are finished, check your work with the answer key. If you missed any of these questions, you need to study pages 28 and 29 in your Driver's Manual. If you did not miss any, go on to the section on INDIANA'S HABITUAL OFFENDER LAW.

Indiana
Driver's
Manual

INDIANA'S HABITUAL OFFENDER LAW

If a court judges you to be a habitual traffic offender, you may not operate any motor vehicle for ten years. Read the section on INDIANA'S HABITUAL TRAFFIC OFFENDER LAW on pages 29 and 30 in your Driver's Manual.

The privilege to drive must be taken seriously. The person who is guilty of repeated traffic offenses is called a habitual traffic offender.

INDIANA'S DRIVER IMPROVEMENT PROGRAM AND POINT SYSTEM

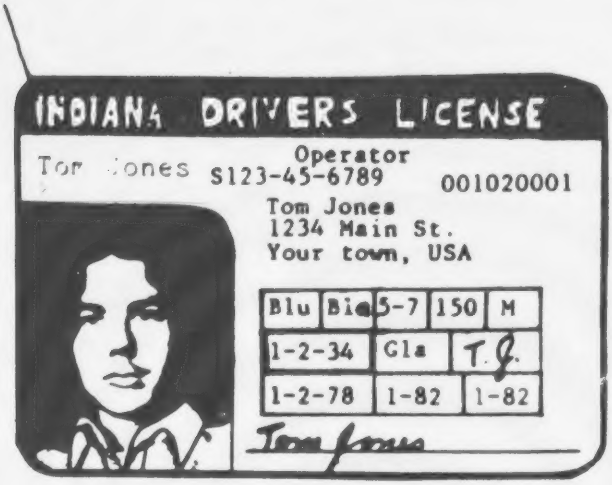
The Bureau of Motor Vehicles has assigned a specific number of points to each traffic offense and traffic law violation. You can lose your license if too many points appear on your driving record. In addition, the Bureau of Motor Vehicles has started a program with a positive approach to traffic accidents. This program can be used as an alternative to suspending some driver's licenses. Read the section on INDIANA'S DRIVER IMPROVEMENT PROGRAM AND POINT SYSTEM on pages 30 and 31 of your Driver's Manual.

Hoosier State
SEAL OF THE STATE OF INDIANA

YOU CAN LOSE YOUR LICENSE

Driving is a privilege, not a right. You can lose your license if you drive while under the influence of intoxicating liquor, narcotics, or other dangerous drugs. Read the section on YOU CAN LOSE YOUR LICENSE on pages 31 and 32 of your Driver's Manual. You will find a list of traffic offenses which can cause your license to be suspended.

If your license hanging by a thread?????????



RESTRICTED LICENSE

The Indiana Division of Driver Improvement issues restricted licenses under specific conditions. Read the section on RESTRICTED LICENSE on page 32 of your Driver's Manual. Be sure to read the chart at the bottom of the page. It is possible that you will have one or more of these restrictions on your license.

ACTIVITY 11

REVIEW
OF
INDIANA TRAFFIC LAWS

Close your Driver's Manual. Write the answers to these questions in your Student Response Booklet.

SPEED LIMITS

1. What is the maximum speed limit for state highways?
2. When driving conditions are dangerous, how should you change your speed?
3. If you must drive so slowly that you block the way of 3 or more vehicles, what should you do?

TURNS AND SIGNALS AND U-TURNS

4. If the speed limit is 55, for how many feet must you signal before turning or changing lanes?
5. Are you allowed to make a U-turn when driving on a superhighway?

SIGNALS FOR TURNING AND STOPPING and STOPPING FOR SCHOOL BUSES

6. If you are driving 45 MPH, for how many feet must you signal before turning or changing lanes?
7. Name one type of vehicle which must stop at all railroad crossings.
8. When do you NOT have to stop for a school bus that is stopped on the highway picking up students?

THE RIGHT-OF-WAY

9. To whom must you always yield the right-of-way?
10. If you are making a left turn, to whom must you yield the right-of-way?
11. To what type of vehicle must you always yield the right-of-way?

INDIANA'S IMPLIED CONSENT LAW

12. What is another word for drunkenness?
13. If you drive a vehicle on the public highways, to what have you given your implied consent?
14. If you refuse to take the breath test, what can happen?

DRINKING AND DRIVING

15. For what does BAC stand?
16. What is the most common method of BAC measurement?
17. What is the only thing that will sober you?

DRUGS AND DRIVING

18. Can taking prescription drugs affect your driving skills?
19. What should never be taken with drugs?

INDIANA'S DRIVER IMPROVEMENT PROGRAM and POINT SYSTEM

20. What can happen if too many points appear on your driving record?
21. How are points assigned to each offense?

YOU CAN LOSE YOUR LICENSE

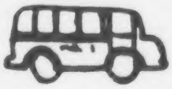
22. If driving is not a right, what is it?
23. What will happen to your license if you

are convicted of driving under the influence of liquor or drugs?

RESTRICTED LICENSE

24. What does proof of financial responsibility mean?
25. If you are using a restricted license, which vehicles may you drive?

When you have completed the Review, check your work with the Answer Key. You will find page numbers from the Driver's Manual beside each group of answers. Look up the answers to any questions that you missed. Read the material again. Then try to answer the questions that you missed. You must be able to answer each question before you go on to the next section, DRIVING DEFENSIVELY.



DRIVING DEFENSIVELY

You will be a defensive driver if you drive to PREVENT accidents. This means you should be aware of other drivers. You should be aware of the weather. You should watch for road conditions.

There are many ways to be a safe driver. Open your Driver's Manual to page 33. You will find a list of things to check on your car. Read the first column.

RULES OF THE ROAD

On pages 33 and 34 you will find rules that help to be a good driver. Read the sections, DON'T FOLLOW TOO CLOSELY and STAY IN YOUR LANE.

Locate rules for passing a car on pages 33 and 34.

Read the rules for making safe turns on pages 36 and 37.

DRIVING ON SUPERHIGHWAYS

These highways are built to move traffic for long distances. Many people drive to work on these highways every day. Find information about special rules on page 38. Read this section.

INTERCHANGES

This is the word for the part of the highway that gets you from one highway to another. Find pages 38 and 39 in your Driver's Manual. Read them.

INTERSTATE SIGNS

Look in your Driver's Manual on page 40. You will read about signs that are used on interstates. Read this section.

ENDING THE TRIP

Read pages 41 and 42 in the Driver's Manual. You will find rules about parallel parking. Read the section ENDING THE TRIP.

DRIVING UNDER ALL KINDS OF CONDITIONS

Read pages 42, 43, and 44 to find rules for driving under difficult conditions. Read NIGHT DRIVING. Read about FOG. Read about WET PAVEMENT.

MORE INFORMATION ABOUT SAFE DRIVING

Safe drivers watch for bicycles. They watch for motorcycles. Safe drivers watch for other vehicles with motors. Use the INDEX of the Indiana Driver's Manual to locate information about the following:

CYCLE DRIVING
BICYCLE SAFETY
MOTORCYCLE LAWS
SAFE MOTORCYCLE DRIVING.

You should have found this information on pages 47-50.

LEGAL RESPONSIBILITIES

There are legal responsibilities when you own a motor vehicle. When you buy or sell your car there are some things you must do. When you buy or sell any motor vehicle the law says you must do certain things.

The Indiana Driver's Manual tells about these. You will want to read about these topics in your Indiana Driver's Manual.

CERTIFICATE OF TITLE .... PAGE 50

FEES .... PAGE 50

CERTIFICATE OF REGISTRATION ...... PAGE 50-51

LICENSE PLATE FEES .... PAGE 51-53

EXCISE TAX .... PAGE 52-53

REQUIRED EQUIPMENT ON PASSENGER VEHICLES .... PAGE 54-55

PASSENGER CAR TRAILER EQUIPMENT .... PAGE 55

PERIODIC MOTOR VEHICLE INSPECTION .... PAGE 55-58

WHAT TO DO IF YOU BUY A NEW OR USED CAR .... PAGE 58

A NEW RESIDENT OF INDIANA .... PAGE 58-59

FINAL REVIEW FOR CR-13

UNDERSTANDING DRIVING REGULATIONS AND COURTESIES

DRIVE as though your life depends upon it... because it does

Traffic safety is the driving ability and habits of every motorist. Your driving ability is a skill that merits constant improvement. Many lives depend on it.

The lowering of the speed limit to 55 mph on our highways has resulted in reducing the number of traffic fatalities. Your adherence to the speed limit and demonstration of defensive driving skills may help to further the decrease in fatalities.

This manual not only will help you to prepare for the examination for your license, it will help you to understand the rules of the road and the techniques of safe driving that may save your life or the lives of others.

Help us to keep the highways safe for all, your life may depend on the way you drive

R Bowen

Otis R. Bowen, M.D.
Governor of Indiana

ACTIVITY 12

The following questions are to see if you are ready for your driver's test. Write the answers in your Student Response Booklet.

1. You are a good driver if you:
   - a. Have never broken the law.
   - b. Drive slowly at all times.
   - c. Adjust your driving to the existing conditions.
   - d. Pass your driver's test.
2. How many driver's licenses are you allowed to hold at any one time?
   - a. One
   - b. Two
   - c. Three
   - d. Four
3. The red tail lights and stop lights on your car must be visible for at least:
   - a. 100 feet.
   - b. 200 feet.
   - c. 300 feet.
   - d. 500 feet.
4. You are required by law to notify the Bureau of Motor Vehicles:
   - a. When your name is changed by marriage.
   - b. When you name is changed otherwise than by marriage.
   - c. When your address is changed.
   - d. In all of the cases above.
5. You should stay at least one car length behind the car ahead for each:
   - a. 5 miles per hour.
   - b. 10 miles per hour
   - c. 15 miles per hour.
   - d. 20 miles per hour.
6. You must send a written report to the State Police within 5 days:
   - a. For any accident in which you are involved.
   - b. For any accident that occurred on a public street or highway.
   - c. For any accident resulting in death, injury, or $50 damage or more.
   - d. For any accident of which you were the cause.
7. You must dim your headlights to low beam whenever following another car within at least:
   - a. 100 feet.
   - b. 200 feet.
   - c. 300 feet.
   - d. 500 feet.
8. If your car goes into a skid on ice:
   - a. Turn in the direction in which the rear is skidding.
   - b. Turn in the opposite direction in which the rear is skidding.
   - c. Move your foot quickly from the accelerator to the brake.
   - d. Shift the car into neutral.
9. When must you stop after an accident?
   - a. Only when someone has been injured.
   - b. Only when you think it is a serious accident.
   - c. Only when the driver of the other car stops.
   - d. Always.
10. Under which of the following conditions is it legal to cross over the center of the road in order to pass?
    - a. Double yellow line in center of road.
    - b. Single yellow line on your side of center line.
    - c. Single yellow line on opposite side of center line.
    - d. You are entering an intersection.
11. You must dim your headlights to low beam when meeting an approaching car within at least:
    - a. 100 feet.
    - b. 200 feet.
    - c. 300 feet.
    - d. 500 feet.
12. The law requires that your headlights must be on if driving between:
    - a. 30 minutes before sunset and 30 minutes before sunrise.
    - b. 30 minutes after sunset and 30 minutes before sunrise.
    - c. 30 minutes before sunset and 30 minutes after sunrise.
    - d. 30 minutes after sunset and 30 minutes after sunrise.

ACTIVITY 12 (cont'd)

13. You should signal your intention to:
    - a. Turn.
    - b. Change lanes.
    - c. Pull out from a parallel parking space.
    - d. All of the above.

14. At least how many car lengths should you stay behind the car you are following, when traveling at 30 miles per hour?
    - a. 2 car lengths
    - b. 3 car lengths
    - c. 4 car lengths
    - d. 5 car lengths

15. You must signal continuously your intention to turn for at least:
    - a. 100 feet.
    - b. 200 feet.
    - c. 300 feet.
    - d. 500 feet.

16. When must you yield the right-of-way to a pedestrian crossing an intersection?
    - a. Always.
    - b. Only when pedestrian is crossing with green "Walk" light.
    - c. Only when pedestrian has already entered the intersection.
    - d. Only when pedestrian is crossing directly in front of you.

17. Which of the following vehicles must make a full stop at railroad crossings?
    - a. School buses.
    - b. Any public passenger vehicle.
    - c. Vehicles carrying explosives.
    - d. All of the above.

18. Who assumes all legal obligations for injury or damage which the driving of a person under 18 may cause?
    - a. Both parents of the driver.
    - b. The driver's insurance company.
    - c. The driver himself.
    - d. The person who signs the assumption of liability statement.

19. If a driver under 18 years of age is living with both parents, who must sign and swear to the assumption of liability statement which accompanies his license?
    - a. Both parents.
    - b. The driver's father.
    - c. The driver's mother.
    - d. The driver himself.

20. What does the red flasher light mean?
    - a. Slow down.
    - b. Proceed with caution.
    - c. Stop as long as the light is flashing.
    - d. Stop and then proceed when the way is clear.

21. You fail your driving test if, during the test:
    - a. You violate a traffic law.
    - b. You commit a "Dangerous Act" which could cause a pedestrian or driver to make a special effort to avoid an accident.
    - c. There is an accident which is only partly your fault.
    - d. Any of the above happens.

22. When may you proceed or turn in front of a pedestrian?
    - a. When there are no traffic lights at the intersection.
    - b. When there are no "Walk" or "Wait" lights at the intersection.
    - c. Only when you do not cause him to stop or even to slow down.
    - d. When you enter the intersection before he does.

23. For drivers over 21 years of age, the Driver Improvement Program is based on a:
    - a. Ten point, with 2 year erasure point system.
    - b. Ten point, 3 year erasure point system.
    - c. Eight point, 2 year erasure point system.
    - d. Eight point, 3 year erasure point system.

24. For drivers under 21 years of age (Probationary Licenses) the Driver Improvement Program is based on a:
    - a. Ten point, 2 year erasure point system.
    - b. Ten point, 3 year erasure point system.
    - c. Eight point, 2 year erasure point system.
    - d. Eight point, 3 year erasure point system.

ACTIVITY 12 (cont'd)

25. If you are on a street which has 3 lanes of traffic going in each direction, which lane should you be in when you turn left?
    - a. The lane closest to the center line.
    - b. The lane closest to the curb.
    - c. The middle lane.
    - d. Any of the above.

26. You must stop when you meet a school bus which has stopped to let passengers on or off in all the following situations except when:
    - a. The school bus is going in the opposite direction on a two lane highway.
    - b. The school bus is going in the same direction on a two lane highway.
    - c. The school bus is going in the opposite direction and you are separated on a multiple lane highway by a 20 foot dividing strip.
    - d. The school bus is going in the same direction on a multiple lane highway.

27. A traffic sign with eight sides means:
    - a. Yield right-of-way.
    - b. Railroad crossing.
    - c. Warning.
    - d. Stop.

28. A triangular traffic sign means:
    - a. Yield right-of-way.
    - b. Railroad crossing.
    - c. Warning.
    - d. Stop.

29. A diamond shaped traffic sign means:
    - a. Yield right-of-way.
    - b. Railroad crossing.
    - c. Warning.
    - d. Stop.

30. The license of a driver convicted of drunken driving is suspended for a determinate period of time and until he files and maintains proof of financial responsibility for a period of:
    - a. Six months.
    - b. One year.
    - c. Two years.
    - d. Three years.

31. When driving in fog you should use the:
    - a. Parking lights.
    - b. Lower headlight beams.
    - c. Upper (bright) headlight beams.
    - d. Lower headlight beams during the day and bright headlights at night.

32. You must renew your driver's license every:
    - a. Year.
    - b. 2 years.
    - c. 3 years.
    - d. 4 years.

33. Within 60 days of an accident involving $50 damage, death or injury, you must file proof of your ability to pay for any damages for which a court might hold you liable. Failure to do so means:
    - a. Suspension of all driving privileges.
    - b. A fine of $100.
    - c. A jail sentence of 6 months.
    - d. All of the above.

34. The penalty for leaving the scene of an accident involving death, injury, or $50 property damage is a:
    - a. Jail sentence of 6 months.
    - b. Fine of $100.
    - c. Mandatory suspension of your license for 6 months.
    - d. Mandatory suspension of your license for one year.

35. If you are parallel parked facing downhill, you should turn the front wheels:
    - a. Away from the curb, apply the parking brake, and leave the car in neutral.
    - b. Toward the curb, apply the parking brake, and leave the car in neutral.
    - c. Away from the curb, apply the parking brake, and leave the car in gear.
    - d. Toward the curb, apply the parking brake, and leave the car in gear.

Answer each of the questions below in your Student Response Booklet. Circle the "T" if the statement is true. Circle the "F" if the statement is false.

36. A driver is allowed to have two licenses at the same time.

37. You must notify the Bureau of Motor Vehicles if you change your name.

ACTIVITY 12 (cont'd)

38. You are not allowed to cross the center of the road if there is a yellow line on your side of the white center line.

39. If you are involved in an accident, you are required by law to file proof of your ability to pay for any damage for which a court might hold you liable.

40. If you are involved in an accident in which there is an injury, death, or more than $50 property damage, you must file a report with the Indiana State Police.

41. The speed at which you drive should be determined by the existing conditions.

42. You are required to stop whenever you come to a yellow flasher light.

43. Pedestrians must always yield the right-of-way to drivers.

44. You must stop for any accident in which you are involved.

45. A person under 18 must have his application for a license signed by either the parent or the guardian who has custody of him.

46. You are breaking the law if you pull around a school bus which has stopped ahead of you to let passengers off.

47. You do not have to stop for a school bus which is stopped to take on passengers if you are going in the opposite direction of the bus.

48. You are required by law to signal if you are going to turn.

49. You must come to a complete stop when you come to a red flashing light.

50. The person who signs the assumption of liability statement for a driver under 18 years old assumes all legal obligations for any injury or damage that the driver causes.

51. It is not necessary to notify the Bureau of Motor Vehicles when you change your address.

52. You may not turn in front of a pedestrian if you will cause him to have to stop.

53. You may not turn in front of a pedestrian if you cause him to slow down.

54. You are allowed one traffic violation when taking your driving test for your license.

55. You are required by law to signal when you are going to pull out from a parallel parking space into traffic.

56. School buses must make a full stop at all railroad crossings.

57. All public passenger vehicles must make a full stop at railroad crossings when carrying passengers.

58. Even if you are not at fault in an accident, you must still file proof of your ability to pay or secure a release.

59. A good driver always drives well below the speed limit.

60. A person convicted of drunken driving will have his license suspended.

61. If your car starts to skid on ice, you should shift to neutral.

62. If you car starts to skid on ice, you should hit the brakes as fast as possible.

63. If your car starts to skid on ice, you should turn in the direction in which the rear of the car is skidding.

64. It is against the law to cross the yellow line on your side of the center line.

65. If you are parked facing downhill, you should turn the front wheels away from the curb.

66. You must stop if commanded to do so by a policeman, regardless if it contradicts traffic signals, traffic signs, or other regulations.

67. The application for a license by a driver under 18 years old must be accompanied by an assumption of liability statement signed by the driver himself.

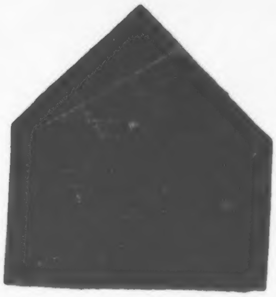
68. After giving a hand signal, you should get both hands on the wheel before beginning a turn.

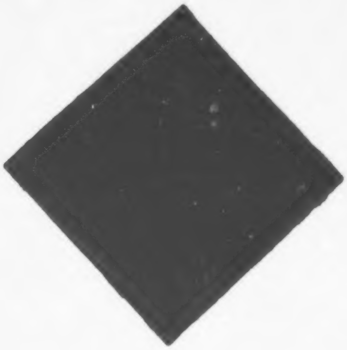
69. If a policeman commands you to stop but the traffic signal is green, you may keep going.

ACTIVITY 12 (cont'd)

70. In driving defensively, you try to anticipate mistakes that other drivers will make.

Below are the seven basic sign shapes. Write the number of the sign next to its correct meaning in your Student Response Booklet.


1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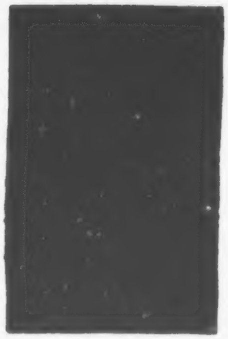
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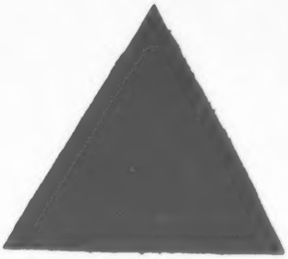
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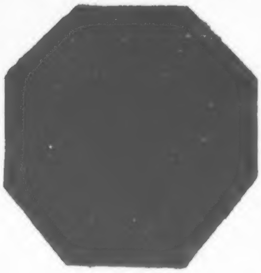
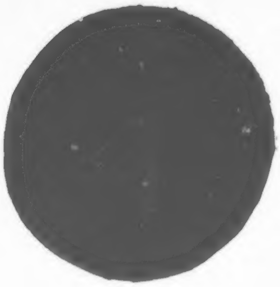
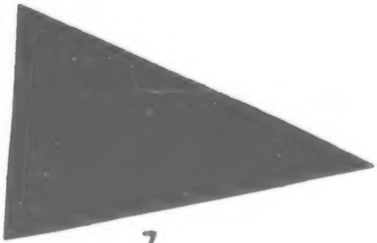

5


6

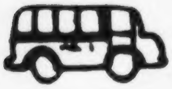

7

Dear Student,

If you knew the answers to half of the questions in the Review, you will be able to take the test for your Driver's License.

We would like for you to write two or three sentences telling us how you liked this Packet. Please write your comments on the last page of your Student Response Booklet.

Thank you.

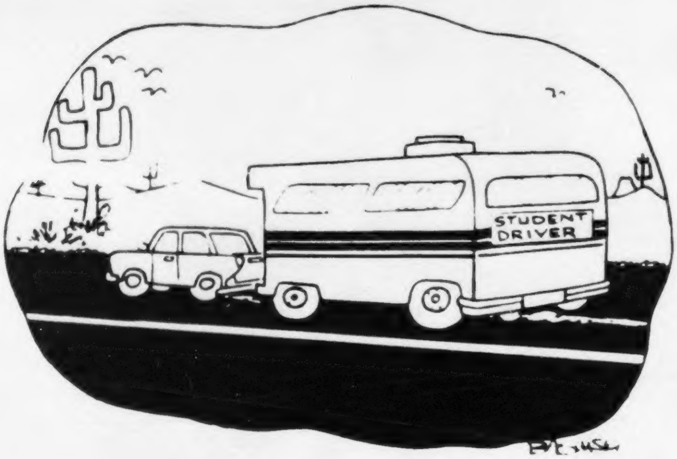


SUGGESTED READING

Would you like to know more about these subjects:

- SAFE DRIVER
- HOW TO STEER CLEAR OF THE CROSSROADS
- DOCTORING YOUR CAR'S WINTER AILMENTS
- SPEED ZONE AHEAD
- MY CAR — IT'S ON FIRE
- CAN YOU STOP IN TIME?

If you would like to read more on any of these subjects, ask your teacher for the pamphlets.



STUDENT RESPONSE BOOKLET

for

COMMUNITY RESOURCES - 13
AUTOMOBILE OPERATIONS AND REGULATIONS
Part 2

ACTIVITY 1

1. ____
2. ____
3. ____
4. ____________________ ____________________

____

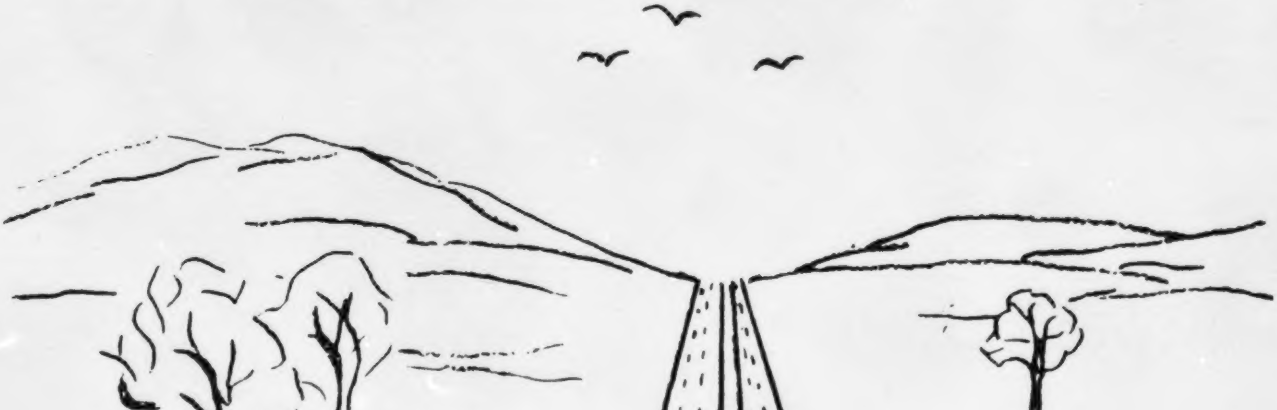
5. ____
6. ____
7. ____
8. ____________________ ____________________

____________________ ____________________

9. ____
10. ____

ACTIVITY 2

Look at this picture. Which direction and on which side of the road should the cars be traveling?


WELCOME TO INDIANA

ACTIVITY 3

No response needed here.

ACTIVITY 4

No response needed here.

ACTIVITY 5

List some things that affect speed when a person drives:

1. ______
2. ______
3. ______
4. ______
5. ______

ACTIVITY 6

1. ______ ______

ACTIVITY 7

1. ______
2. ______
3. ______

ACTIVITY 8

1. a. ______
   b. ______
   c. ______
   d. ______
   e. ______
2. ______
   ______
3. ______
4. a. ______
   ______
   b. ______
   ______
5. ______
   ______

ACTIVITY 9

Ask your teacher for the accident form. Then fill it out.

ACTIVITY 10

1. ______
   ______
2. ______

3.

4.

5.

ACTIVITY 11

Answer the questions.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

ACTIVITY 12

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

ACTIVITY 12 (cont'd)

14.
15.
16.
17.

18. ____

19. ____

20. ____

21. ____

22. ____

23. ____

24. ____

25. ____

26. ____

27. ____

28. ____

29. ____

30. ____

31. ____

32. ____

33. ____

34. ____

35. ____

36. T F
37. T F
38. T F
39. T F
40. T F
41. T F
42. T F
43. T F
44. T F
45. T F
46. T F
47. T F
48. T F
49. T F
50. T F
51. T F
52. T F
53. T F
54. T F
55. T F
56. T F
57. T F
58. T F
59. T F
60. T F
61. T F
62. T F
63. T F
64. T F
65. T F
66. T F
67 T F
68. T F
69. T F
70. T F

SIGNS

STOP ____
WARNING ____
INFORMATION ____
NO PASSING ____
RAILROAD ____
SCHOOL ZONE ____
SLOW MOVING VEHICLE ____

STUDENT COMMENTS

ANSWER KEY FOR ACTIVITIES FOR CR-13 — PART 1

ACTIVITY 1:

No answer required.

ACTIVITY 2:

1. pages 54, 64
2. page 18
3. pages 54, 57
4. page 9
5. pages 55, 57

ACTIVITY 3:

1. muffler
2. exhaust
3. windshield wipers
4. brakes
5. turn signals

**ANY OTHER ACCEPTABLE ANSWERS

ACTIVITY 4 & 5:

This answer will depend on the student.

ANSWER KEY FOR ACTIVITIES FOR CR-13

ACTIVITY 6:

These are the same as Pre/Post Test C.

1. b
2. c
3. a
4. c
5. c
6. b
7. a

ACTIVITY 7:

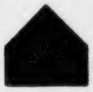
1. 5
2. 1
3. parent, guardian, or relative over 18 with valid driver's license
4. anyone over 18 with valid license
5. 16 or over
6. 60 days
7. 3 times
8. chauffeur's license
9. public passenger chauffeur's license
10. every 4 years unless over age 72
11. eye test, written test and could be asked to take driving test
12. every 2 years
13. eye test, written test and driving test
14. eye test, written test
15. eye test, written test and driving test

ACTIVITY 8:

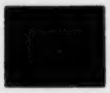
1. orange and red
2. It indicates vehicle is traveling at a speed less than 25 miles per hour. It is reflectorized to indicate a slow-moving vehicle at night.

ACTIVITY 9:

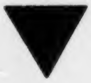
1. stop

2. 

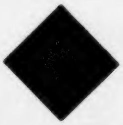
3. no passing
4. yellow

5. 

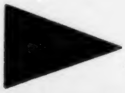
6. red
7. go
8. railroad
9. stop

10. 

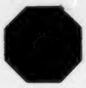
11. school zone
12. green/white or black/white

13. 

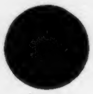
14. yield
15. caution

16. 

17. information

18. 

19. warning

20. 

ACTIVITY 10:

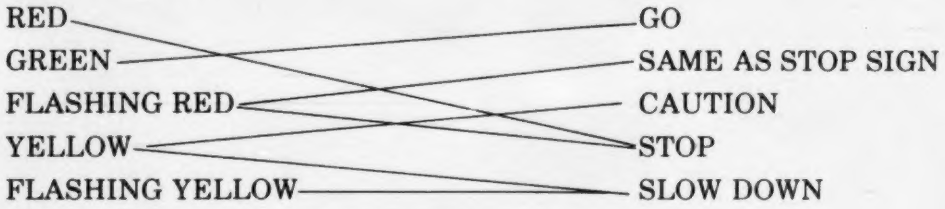
1. go	6. go
2. stop	7. red
3. caution	8. green
4. turn	9. green arrow
5. stop	10. walk

ANSWER KEY

ACTIVITY 11:

1. stop, stopped, green
2. green
3. go, right-of-way
4. left
5. right
6. right-of-way
7. stop, caution
8. yield
9. obey
10. vehicle, slow-moving vehicle

ACTIVITY 12:


RED
GREEN
FLASHING RED
YELLOW
FLASHING YELLOW

GO
SAME AS STOP SIGN
CAUTION
STOP
SLOW DOWN

ACTIVITY 13:

1. yellow
2. slow-moving-vehicle
3. stop
4. green arrow
5. caution
6. wear white (or light colored) and walk facing oncoming traffic
7. red
8. yield right-of-way
9. caution
10. indicates vehicle is traveling less than 25 MPH and is reflected to indicate SMV
11. green
12. obey the officer
13. stop
14. yellow arrow
15. stop

ANSWER KEY FOR CR-13 — PART TWO

ACTIVITY 1

1. 200 ft.
2. yes
3. when loading or unloading students
4. make up your mind before turning — look behind and to both sides — move into proper lane
5. 50 miles an hour
6. no
7. hand signal or lightly tap brake
8. see page 27 of Driver's Manual
9. yes
10. picture 3

ACTIVITY 2

Use picture provided in the Student Response Booklet

ACTIVITY 3

No written response required — teacher guided activity

ACTIVITY 4

Oral response

ACTIVITY 5

Refer to the Index of the Indiana Driver's Manual

ACTIVITY 6

1. 44.4 ft.   88.8 ft.

ACTIVITY 7

1. 317 633 4964
2. 812 425 2266
3. 317 463 1515

ACTIVITY 8

1. Name five things to do in case of an accident.
    1. Stop after the accident — always
    2. See if anyone is hurt or injured.
    3. Write down information about the other car.
    4. Obtain name, address and insurance companies.
    5. Call police if there is bodily injury or property damage.
2. 5 days — $200.00
3. 60 days
4. show proof of being insured for at least 15/30/10, post bond, deposit cash or other negotiable securities
5. loss of license and privilege of driving

ACTIVITY 9

Fill out accident report.

ACTIVITY 10

Refer to pages 28 & 29 in Indiana Driver's Manual.

ACTIVITY 11

Refer to the Indiana Driver's Manual.

Questions 1, 2, 3 — see page 24

Questions 4, 5 — see pages 24, 25, 26

Questions 6, 7, 8 — see pages 27, 28

Questions 9, 10, 11 — see pages 28, 29

Questions 12, 13, 14 — see pages 28, 29

Questions 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 — see pages 28-33

ANSWER KEY

ACTIVITY 12

QUESTIONS TO HELP YOU PASS YOUR DRIVER'S TEST

1. c
2. a
3. d
4. d
5. b
6. c
7. b
8. a
9. d
10. c
11. d
12. b
13. d
14. b
15. a
16. a
17. d
18. d
19. b
20. d
21. d
22. c
23. a
24. c
25. a
26. c
27. d
28. a
29. c
30. d
31. b
32. d
33. a
34. c
35. d
36. F
37. T
38. T
39. T
40. T
41. T
42. F
43. F
44. T
45. T
46. T
47. F
48. T
49. T
50. T
51. F
52. T
53. T
54. F
55. T
56. T
57. T
58. T
59. F
60. T
61. F
62. F
63. T
64. T
65. F
66. T
67. F
68. T
69. F
70. T

NAME THE SEVEN BASIC SIGNS:

1. school zone
2. warning
3. information
4. yield
5. stop
6. railroad
7. no passing